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ABSTRACT

An elementary school reading-interest project was designed to overcome summer learning loss and to foster an interest in independent reading. The major strategy, "The Reading Interest Passport," consisted of nine independent reading contracts leading to "badges." This approach was selected after consideration of cost, coordination with ongoing programs, simplicity, and adaptability. Changes in reading achievement between April and September were used to compare 25 pupils in the experimental program with 25 taught during the summer with a basal reader approach and with 25 who had no school-related summer activities. Results indicated that students in the reading-interest project made significant gains in comparison with the other two groups. Implications of the study for regular school programs, as well as for summer programs, are discussed. (Author/AA)

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APR 30 1976

ANALYSIS OF AN ALTERNATIVE READING STRATEGY FOR ELEMENTARY STUDENTS

BEST COPY AVAILABLE

by

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

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ABSTRACT

This practicum reports on the development and testing of an elementary school reading interest project designed to overcome summer learning loss and foster an interest in independent reading. The major strategy, The Reading Interest Passport, was selected with consideration given to minimization of cost, co-ordination with on-going programs, simplicity of operational aspects, and adaptability to system in-puts.

The underlying strategy of the project was a four-fold reinforcement: classmates, teachers, parents, and administrator. Two control groups were established; one group taught using basal reading methods during the summer, and a second without any school-related summer learning activities.

A statistical analysis of the difference between the April - September pre- and post-testing indicated the students participating in the reading interest project made significant gains in reading as compared with the control groups.

Policy implications resulting from the model suggest possible expansion of the strategies to the regular school year and adoption by other elementary schools.

INTRODUCTION

A thorough assessment of an elementary school reading program led the practitioner to investigate various issues related to reading success including: self esteem, summer regression, and reading interest. This report examines the literature related to these concerns and develops an educational design -- the Reading Interest Passport -- which offers a model for action utilizing the summer vacation as a test period.

Following the framing of the learning strategies, is a discussion of the implementation strategies. Three groups are established: a project group; a control group utilizing basal reading skill activities; and a second control group, involved in no summer school learning activities. A statistical analysis, based on the results of a pre- and post-test reading comparison, revealed the effectiveness of the model.

The summary report contains an analysis of the data, conclusions regarding the findings, and expansion strategies. Appendices of supportive documentation are incorporated in the report.

ANALYSIS OF AN ALTERNATIVE READING STRATEGY FOR ELEMENTARY STUDENTS

By Carol M. Anderson[1]

A CLIMATE FOR ACTION

The Van Vlissingen Elementary School[2] students, year after year, perform below the national average and grade expectation in city wide standardized test programs, a serious concern to the school administrators, teachers, and parents.[3] Over the past two years, a thorough assessment has been conducted to analyze and reevaluate all decisions concerning instructional materials and reading methodology. Bi-weekly in-service programs were established with an emphasis on skill development, evaluation, and grouping strategies for the purpose of up--dating professional approaches. New procedures were implemented for the indentification and sequential teaching of crucial reading skills, with a method for recording student mastery. Conferences with teachers and parents concerning student reading progress were held. The effort was massive and the test results confirmed that the two year strategy had not yielded a major improvement in standardized test results.

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[1] Principal: Peter Van Vlissingen School ; 137 West 108th Place; Chicago, Illinois; Grades K-8

[2] See Appendix A: School Data

[3] See Appendix B: Test Result Data and Policies

Parent Support

The poor local result continues to be compounded by a second reality, namely, poor parent support of reading. Parents express confusion about helping children at home because of the the "school's emphasis on new methods." The press covering the Chicago public schools serves as a reinforcer to any negative attitudes parents hold from their own school experiences. The newspapers fully cover school stories by political candidates who build campaigns on large school system problems and by businessmen who indict the public schools for employee incompetence and poor motivation.

Summer Regression Studies

Observation of another critical factor in reading instruction is summer regression, an idea which has crystallized as a deterrent in our school's reading program. Repeated informal teacher-administrator discussions focus on the fact that levels of achievement for many students attending Van Vlissingen School change over the summer vacation. Teachers, beginning their fall programs, observe that their new students are not at the level indicated by their previous teachers. When this observation was noted, it was realized that we must look at the concept of a summer reading loss and develop strategies for parent and student awareness.

Two research reports were found confirming the phenomenon of learning loss. The Chicago Board of Education's testing program for project R.E.A.D. during the 1971-72 and 1972-73 school year was arranged in a manner that allowed a statistical comparison. Their conclusion was:

> During the school year between a pre-test and a post-test, in many of the inner-city schools in which the Board of Education has total-school experimental programs, the children have gained at a rate of almost a year-in-a-year in reading comprehension and in excess of a year-in-a-year in mathematics computation while the children are in school. During the time period between post-testing and the next year's pre-test, which includes summer vacation when the children are not in school, gains are virtually nonexistent, suggesting that these children generally experience sufficient learning loss during the summer to negate any gains made during the school months of June and September.[4]

---

[4] Special Report on Summer Learning Loss in Some Chicago Public Schools with Experimental Programs (Chicago, Illinois: Board of Education, 1972), p.8.

A second acknowledgment of this concept was found in The Reading Teacher.[5] Ms. Ross tested sixth grade students in the Monguagon Middle School in Trenton, Michigan to examine three issues, one being "to determine which students gain, lose, or maintain reading proficiency over a summer." The test data, as viewed in Table 1, indicate the low reading group students generally did not maintain their reading achievement during the summer.

TABLE 1

Results of the Study

No. of Students	Reading Group	June Av.	Sept. Av.	Average Summer Months	Loss or Gain Percentage
32	Low	4.4	3.4	-10	-23%
58	Middle	6.3	7.2	+ 9	+14%
29	Upper	10.2	10.6	+ 4	+ 4%

Self-Concept and Reading Achievement

A fourth critical factor, an understanding of the relationship of self-concept and reading achievement, seemed important as a yet unconsidered variable which may have a bearing on our lack of progress in improving our school reading program. In the planning phase of this Reading Interest Strategy, a local effort to test this phenomenon was conducted by Mrs. Betty Alexander, elementary counselor, Van Vlissingen School. Mrs. Alexander tested four hundred fourth and fifth grade students on a Stanford Diagnostic Reading Test Level I to obtain a project group of high and low achieving students in each grade. 120 students, the 30 highest and 30 lowest achievers in both fourth and fifth grade, were identified and administered the Coopersmith Self Esteem Inventory (SEI). Table 2 reports the relationship Mrs. Alexander found between the SEI score and the project groups.

---

[5] Patrecia A. Ross, "Regression Study--now the Long Hot Summer," The Reading Teacher, Vol. 28 (October, 1974), p. 28.

TABLE 2

Relationship Between SEI and Reading Achievement

Means & Standard Deviation of Self-Esteem Inventory Scores			t Scores and Levels of Significance for Groups		
Groups	Mean	SD	Group Comparisons	t	p
4th High Achievers	58.5	11.05	High 4-Low 4	1.12	N.S.
4th Low Achievers	55.4	10.30	High 5-Low 5	2.80	.005*
5th High Achievers	60.5	11.54	High 5-High 4	.94	N.S.
5th Low Achievers	53.1	8.61	Low 5-Low 4	.68	N.S.

*one-tail Table

One positive relationship was found in comparing the fifth grade high and low achievers. The lack of significance in the fourth grade score was felt to be attributable to the warmth and understanding attitude of the class's teacher, who consistently gave positive reinforcements concerning their ability. The importance of this classroom climate in reducing threat and increasing self-appreciation was considered an important factor and more confirming information was sought.

A review of the literature uncovered many studies which report positive relationships between self-concept and academic achievement. An example of one study reported in Table 3, conducted by Ralph Norman and Marvin Daley,[6] contrasted the personality adjustment of superior and inferior sixth grade male students as measured by the California Test of Mental Maturity and their reading achievement scores on the California Achievement Test. Mean reading achievement differences between the superior and inferior groups was 4.2. Analysis of variance, as viewed on page 7, revealed that superior readers achieved significantly higher adjustment scores on all parts of the test.

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[6] Ralph D. Norman and Marvin F. Daley, "The Comparative Personality Adjustment of Superior and Inferior Readers," Journal of Educational Psychology, Vol. 50, No. 1 (January, 1959), p. 33.

TABLE 3

Means and Standard Deviations of T
Scores on California Test of Personality
Variables for Both Groups

Variables	Inferior Readers		Superior Readers	
	Mean	S. D.	Mean	S. D.
Self Reliance	46.90	6.77	52.38	7.27
Sense of Personal Worth	50.49	8.30	57.33	7.36
Sense of Personal Freedom	46.17	7.57	53.71	6.88
Feeling of Belonging	47.41	8.81	56.50	6.79
Withdrawing Tendencies (Freedom From)	51.32	7.84	59.38	6.96
Nervous Symptoms (Freedom From)	49.44	11.43	55.17	7.61
Social Standards	43.95	8.98	53.83	7.36
Social Skills	49.17	9.84	54.36	10.19
Anti-Social Tendencies (Freedom From)	44.80	10.21	52.14	9.44
Family Relations	45.12	8.47	52.52	6.83
School Relations	50.05	9.79	57.71	7.14
Community Relations	43.07	8.72	50.43	5.22

An Effort To Improve the Reading Program--Strategy Formulation

All of the above factors; the total school reading assessment, parents' support attitudes, summer regression studies, and self-concept--reading achievement studies provided a rationale for a new thrust in our school reading program. The focal area selected for the strategies was reading interest--using library books exclusively for developing and testing an educational design which could be adapted to other situations; require as many inputs as a system would allow, and yet, allow the flexibility needed for enhancing student self images, preventing summer learning loss, and involving parents in non-threatning workshop-information sessions.

In addition to the above, deliberate development of interest in reading had not been done in any systematic way as determined by our two year on-going reading assessment. Some writers feel strongly about the need for using independent reading strategies. Dr. Robert Hillerich stated:[7]

> A total reading program must provide for two major goals:
>
> 1. The sequential development of reading skills.
> 2. The deliberate development of interest in reading.
>
> The most proficient teacher of reading in any school is wasting her efforts in developing reading skills in children if she is not at the same time developing in them a desire to apply those skills enjoyably, profitably, and frequently in independent reading.

---

[7] Robert L. Hillerich, 50 Ways To Raise Bookworms (Boston, Mass: Houghton Mifflin Company), p. 1.

The purpose of this practicum evolved, namely: developing, introducing, and utilizing strategies which would encourage students to apply learned reading skills in a reinforcing atmosphere of acceptance and support, using the two month summer period; and, determining if this particular educational design did deter reading loss. A third phase was the translating of the reading material and strategies into workshop content for increasing parent awareness and support.

Finally, if the strategy proved effective, a model for expansion would be developed that could be applied to other school settings and for the regular September--June school term.

A DESIGN TO EFFECT CHANGE

This practicum was designed to deal with the proposition that student reading skills could be maintained over the summer vacation through a reading interest strategy which would utilize available resources, supported by informed parents and a concerned administrator. The effect of this educational design could then be demonstrated in a positive way through a comparison of pre- and post-test reading scores (April-September), as well as a comparison of project students' scores with students who had no planned summer learning activities and students who had traditional skill development activities.

Specific strategies were developed by the school administrator to encourage the participants to use a series of planned independent reading activities as an opportunity for discussing, sharing, analyzing, comparing, and applying, all techniques which, it was thought, would encourage additional reading and affect students' feelings of self worth, according to the learning climate.

Objectives

The specific purposes determined by the administrator to meet her action goals were to:

- assess the resources which were available for strategy formulation
- develop an educational design addressed to the improvement of student reading based on administrative observations and research findings
- identify project students and implement developed strategies
- institue formative evaluation procedures
- assess changes in reading scores occurring over the summer in comparison with control groups.

Initial consideration for the project (March, 1975), envisioned no resources other than the public library, students, parents, and administrator. The strategy, which seemed to have the potential to effect change, reflect the variety of interests and abilities of possible participants, and encourage varying amounts of support, is described below.

Strategy Description - The Reading Interest Passport

One major strategy was selected by the administrator for implementation of the practicum with consideration being given to the minimization of incremental costs, the flexibility it offers, its coordination with any reading level and interest, the simplicity of operational aspects, and the built-in reinforcements possible. The Reading Interest Passport, the reading interest project strategy, is comprised of nine independent reading contracts, called badges, and supportive forms which can be bound together in any sequence as a record of student's completed goals. Each contract, an attempt to expose students to the variety of books available to accommodate reading levels and interest, provides for an appealing application of essential reading skills developed during the school year. Time and opportunities to use independent reading, which are often overlooked, were built into the utilization of the reading contracts. The specifics of each contract are outlined here. (See Appendix C for complete contracts.)

Contract One - Summer Reading Badge

Purpose: To encourage students to obtain a library book, read the book, and complete the following activities.

Activities: Make an alphabet of new words, one new word for each letter of the alphabet.

Complete a book report (specific outline suggested).

Make a paper bag puppet of the character the student liked the best in the story.

Tell another person about the book just read.

Read your favorite part to another person and have the friend-parent certify that you did so.

Contract Two - Super Star Reading Badge

Purpose: To encourage students to have a long range goal of a variety of reading experiences.

Activities: Complete a book report for the five books selected to complete the goals of this badge.

Compare the five books by asking the following questions: (1) Were any books alike? (2) Were any books different? (3) Pick one way in which the books were alike or different and write it. (4) In the five books, which one character would you like for a friend and why? (5) Pick one character you did not like and tell what it was that you disliked.

Write a letter to your favorite character telling him about yourself.

Contract Three- Fables and Folktales Badge

Purpose: To encourage students to use the Dewey Decimal Numbered books - 398 and to read a book of folklore, fables, or fairy tales.

Activities: Complete a book report for the selection.

Determine if the story was true and the basis for this conclusion.

Draw a picture illustrating a main adventure.

Make a game of Who Am I by writing a description of characters without telling their name.

Contract Four - Happiness Reading Badge

Purpose: To encourage students to read a children's classic, regardless of the student's age.

Activities: Complete a book report for the books selected (three required).

Make a list of fifteen words that are used to describe people's feelings.

Pick one experience the main character had and tell how you would feel if this happened to you.

Read one book to a younger child in your family or on the block. Have them certify that you did this.

Contract Five - Key Reading Badge

Purpose: To encourage students to read a biography.

Students work on this badge in conjunction with another student who will read the same biography.

Activities: Complete a book report for the selection.

Answer the following questions: (1) What outstanding thing did the subject of the biography do? (2) Why would someone write a book about this person? (3) What did you learn about this person's life that will help you in your life? (4) If you could meet this person and ask a question, what would you like to know?

Write a description of this person without telling his name. See if members of your family can quess who you are describing.

Imagine you and your friend (who read the same book) are conducting a television interview. One of the students will act as the interviewer and one will take the part of the book personality. Plan a presentation for a group of students.

Write a list of important events that occurred in this person's life. Put them in order of which happened first.

Contract Six - Magic Door Badge

Purpose: To encourage students to explore non-fiction books that present an idea which is unfamiliar (making something, a hobby, animals, places, etc.)

Activities: Complete a book report for the selection.

Draw a picture that tells what the book was about.

Make a list of five things students learned from the book that they previously did not know.

Plan a short talk about the ideas in the book.

Complete an alphabet of special words used in this subject area, one word for each letter of the alphabet.

Answer the following questions: (1) Would you read another book on this subject and why? (2) Do you have any friends that have a special interest in this area? (3) What would you say to encourage your friend to read this book?

Contract Seven - Animal Badge

Purpose: To encourage students to use the Dewey Decimal numbered books 595 and to read a book about insects, animals, birds, etc.

Activities: Complete a book report for the selection.

Complete an alphabet of special words used to discuss the animal you read about, one word for each letter of the alphabet.

Answer the following questions: (1) Are you glad you read this book? (2) Can you tell the reason why? (3) Tell something interesting about this animal's home. (4) Tell something about where you find this animal. (5) What would this animal eat? (6) Did the book tell you how this animal makes a contribution to nature? If yes, please explain your answer.

Complete an outline of main ideas and thoughts concerning each main idea.

Contract Eight - Mystery Reading Badge

Purpose: To encourage students to locate a mystery book and read it.

Activities: Complete a book report for the selection.

Discuss the book. Were you surprised by the ending? Did the author give enough clues so you knew how the book would end?

Pretend to be the author. Think of a different ending to the book. Make it a surprise and write it down.

Prepare a "sales pitch" to encourage someone to read the book, including a few details of the mystery without telling the ending.

Contract Nine - Jokes, Games, Hobbies Badge

Purpose: To encourage students to read a book designed to utilize leisure time and complete a project.

Activities: Complete a book report for the selection.

Complete a project discussed in the book.

Answer the following questions: Did you enjoy reading and doing the hobby (etc)? Why?

Describe the project and reading. If students read about puzzles or jokes, some are to be recorded.

Illustrate the project using cartoons or sketching that will convey the project idea.

Assessment Design

Planning for the evaluation of the practicum was undertaken on the basis of the following assumptions:

- a model for preventing summer reading loss could be developed and tested by systematic administrative strategies
- the model for reinforcing student reading skills using independent reading strategies could be evaluated by a comparison of pre- and post-test reading scores
- the project strategy, if it had merit, would be reflected by a maintenance or increase in reading test scores
- the students being exposed to project strategies would maintain developed skills as well as students taught with traditional skill approach methods
- a formative evaluation strategy would be necessary to modify the practicum to respond to interest and acceptance of proposed ideas

- the feelings that students experience in the learning atmosphere are important to achievement and can be shown by a comparison of pre- post-inventory responses on the Coopersmith Self Esteem Inventory.
- the interactions between administrators, teachers, students, and parents provide a reinforcing thrust which can be noted in student's progress
- the individual student's reading experiences could be utilized to motivate other students to read.

Summative evaluation of the project encompassed the **answering of the question,** "Can developing a reading interest strategy which extends over the summer vacation maintain student reading skills?" The April, 1975 Iowa Test of Basic Skills, Form 6, administered to all Van Vlissingen students would serve as the pre-test reading score. A different form, Form 5, would be administered in September to all project and control group students. The comparison of test scores (April-September) would indicate the degree to which student's reading scores were maintained over the summer period and would determine if the practicum strategies were effective.

A second comparison of test scores would be made with two control groups; one group participating in reading activities utilizing a basic reading series --the Ginn Publishers "360 series," and a second, participating in no school programs during the summer period. The purpose the control groups were to serve was to determine the effectiveness of the model and to test the concept of summer learning loss.

Summative project evaluation was also to include a pre- and post-testing of project and control group students on the Coopersmith Self Esteem Inventory as an indicator of the benefit of a specific type of learning environment.

Project merit would also be determined by an on-going evaluation with participants: parents, teachers, and students. Observational techniques and unobtrusive measures (demand for reading contracts, eagerness to earn new badges, examination of activities recorded in the Reading Interest Passport) were used to measure movement toward developing a model for expansion. Formative evaluation during the strategy implementation was conducted routinely throughout the practicum utilizing on-the-scene observations.

Assessment Design Modifications

Three modifications to the proposed practicum design were necessary. The first modification was the elimination of the pre-project Coopersmith Self Esteem Inventory. In forming the project and control groups, the academic skills of the Van Vlissingen student population, about two hundred fifty pupils at each grade level, ranging from the very successful above grade level student to the non-achiever, was considered. In June the elementary counselor began matching students who planned to attend summer school in one of the project or control groups with students who planned no summer activities, using the school's homogeneous grouping organizational plan. Students with similar achievements levels who were not attending summer school were identified for the second control group, "the no-summer" students. When the identification of the three groups, one project and two control groups, was complete no time remained for the pre-testing of the Coopersmith SEI.

An attempt was made to reach students by phone with little success and the original utilization of the Self Esteem Inventory was modified. It was determined that a post- Coopersmith SEI would still be used, along with the other control factors, in evaluating the results of the project. (In retrospect, the writer feels this was a more valid use of the instrument as opposed to evaluating student's response to the learning atmosphere.)

A second modification to the assessment design was made; that of parent in-put through parent meetings and questionnaires. The initial proposal was based on a reinforcement strategy: student goals and achievements supported by home, the public librarian, and teachers; the home being supported by the school administration; and, the school (administration and teachers) praising the individual efforts of the students. After an effort to conduct two parent workshops, the project method for reinforcing parents, this component of the project was dropped for lack of attendance to focus, instead, on the support the administrator could give the students and teachers.

A third modification to the assessment design was the delay in post-testing caused by the teacher strike which closed the schools. Schools re-opened on September 2nd as planned. On Wednesday, September 3rd the teachers began a strike which lasted until Friday, September 19th, 1975, a total of twelve days, which delayed the post-testing until September 29th, 1975.

STRATEGY IMPLEMENTATION

Initiating the Practicum

Initiation of the practicum strategy began with the conviction that students, in the presence of the following three givens, can achieve: given individualized attention in the form of being valued as a person, given assistance in setting learning goals, and given reinforcement in attaining the goal. The original practicum proposed for the identification of volunteer students for meeting with the principal-practitioner two hours weekly to set goals and share reading experiences. The experiences would be recorded in a Reading Interest Passport and projects placed in the school library. The fifty students would be matched with non-participating students and the project evaluated in September.

The practicum initiation strategy was modified as needed. On April 18th, 1975, the first advertisement for the Reading Interest Project was issued in the student-parent-teacher school newsletter as follows:

READING INTEREST PROJECT

Fifty students are needed to volunteer

> for participation in a reading improvement project which will begin in May and continue through the summer. If you sign up, you will have to agree to:
>
> a. Meet at school once each week all summer long -- no absences allowed
> b. Read books
> c. Be willing to talk about what you read
> d. Cannot quit
>
> Will you complete the Communiletter if you would like to participate and will agree to do the above four things?

Two responses were received. Again on May 5, 1975, a second advertisement was distributed as follows:

> READING INTEREST PROJECT
>
> Fifty students are needed to volunteer for participation in a reading improvement project which will begin in May and continue throughout the summer.
>
> If you would like to read with us, please fill in the below communiletter

Twelve additional students responded from kindergarten through eighth grade.

Forming the Project Group

On May 15th, a meeting for selected principals was held announcing that certain elementary schools including Van Vlissingen School, would be granted a summer program, an unanticipated resource. Previous local procedure was to rotate summer schools; after two years, another school would have the benefit (Van Vlissingen had summer school in 1973 and 1974). The summer program would include six teachers for a seven week period beginning June 23rd and ending August 8th, 1975. The daily session would be four hours; two periods, 8:15 a.m. to 10:00 a.m. and 10:15 a.m. to 12:00 noon.

The lack of response to the advertised reading interest project and the news of a summer school allowed for the planning of an alternative strategy involving staff members in the reading interest strategy and adding a modification to the traditional summer program by including an offering of the project methods. The summer school announcement distributed June 10th included:

> WELCOME
>
> Summer school is intended to provide enriching experiences in READING and encourage children to enjoy school and reading. It is hoped your experiences will prove to be rewarding and gratifying.
>
> PROGRAMS:
>
> BOOSTER READING: A course designed to expose children to various types of literature

FUN WITH READING: A reading class designed to offer children an opportunity to work with reading materials they enjoy

READING WITH ART AND DRAMA: Students will illustrate and re-enact what they read

Approximately thirty middle grade students signed up for participation in Fun with Reading prior to summer school. This group was identified to become the reading interest "project" group and to participate in the strategies.

Forming the Control Groups

Not advertised were the programs which students would be recommended to attend. This included two programs, one for eighth grade non-promotions (not included in the summer project) and a second, for developmental reading skills -- basal textbook activities. Students were recommended for this second group by their classroom teacher based on the number of level reading skills left to master prior to final evaluation. These students received the following letter:

> Dear Parents,
>
> Your child _____________ is working on reading level __________ which is the

recommended level for age ________. She/He will not have mastered all the skills to complete the level by June.

The teachers and I feel that, by attending the seven week summer school, he/she will have had the extra time needed to have mastered the skills needed to begin the next level in September.

The students will meet between 8:15 and 10:00 a.m. in Room _____ each day between Mon., June 23rd and August 8th for completing skills at his/her level.

We believe this experience will be profitable and we look forward to enrolling your child. Have a nice summer.

Sincerely,

Carol Anderson

The room, level, and age on the above letter was modified according to the individual contacted for summer placement. The student's level was reflected from his June work. Approximately thirty students responded that they would participate. This was to be the first control group: students who would attend summer school and participate in skill based activities as presented in their Ginn 360 basal reading series. This group will be identified as the "regular" strategies group.

The elementary counselor reviewed the names of the participants in the reading interest"project" group, the thirty students who signed up for "Fun with Reading" and the "regular" control group, the thirty students enrolled in the skill development program, reviewing age, grade, reading level, and test level for the purpose of narrowing the search for the second control group, the thirty students who would not participate in any school related learning activities over the summer period. The basis of the review for the formation of this second control group was to identify students of similar levels among the vast range of individual performance. Thirty students who stated they were not planning to attend summer school were identified and became the second control group, identified as the "no summer" group.

Other factors such as I.Q. were not considered because of the Chicago public school's policy of not permitting the use of group intelligence testing. At this time no student record has this test data available and anyone administering such a test would need permission of the general superintendent.

Teachers Become Involved

Concurrent with the identification of the members of the project and control groups was the selection of six faculty members for the summer staff. Two teachers were to be employed for the full day, to re-teach eighth grade skills (not included in the project or control groups). The four remaining summer school teachers would instruct one class, one and three quarter hours, of project strategies and a second class of similar length in either the advertised summer programs, "Reading with Art and Drama" and "Booster Reading," or programs of skill development-basal reading programs.

Selection of the summer staff was thought to be crucial for both the testing of the project strategies and the skill development activities. Six criteria formed the basis for the decision:

- application for summer school
- interest in innovative programs
- willingness to work with library books in an informal setting
- high regard for th pupil's value as a person
- possible inclusion of new strategies in fall programs
- willingness to test out the project strategies and work closely with the principal.

Teachers were judged to be "interested in innovative programs" on the basis of their regular school year work; classrooms reflecting unique approaches to solving learning problems through new strategies for reinforcing skills, introducing self-competition, making materials available to students using efficient management systems, and using varing modes of instruction. Teacher's attitudes toward a "pupil's value as a person" reflect in the considerate treatment given the children in the classroom as instruction was carried out and student discipline was maintained by emphasizing the concept that teaching respect is a vital part of the classroom routine.

Following staff identification, the first teacher's meeting was held for the purpose of: informing teachers of the summer activities and memberships, emphasizing project concepts, discussing the four skills of reading comprehension (details, purpose, organization, and evaluation) as presented in the test manufacturer's suggestions for improving reading score, and discussing the following project methodology:[8]

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[8] See Appendix E for test manufacturer's suggestions

- the administration would provide a display of the nine contracts and badges for each classroom and banners for each participating student

- the student will select one contract and read the requirements

- the student will select a book or books to complete the contract

- the student will complete the activities suggested for the badge, with the teacher's support

- the student, when in the teacher's opinion fulfilled the contract, will be sent with his work to the principal for the awarding of his badge. At this time, the student will review his work and discuss his opinions of the book

- the student will take the badge, the reinforcement for the completed activities, and return to class to mount it on his banner displayed in the classroom

- the student will then be free to select another contract and work toward another badge.

A review of project concepts included:

- provide time for students to apply learned reading skills through discussing, analyzing, comparing, and sharing, all ways of deepening the enjoyment of reading

- examine the learning atmosphere; it must be one of acceptance and support

- encourage students to help one another with an open and receptive, non-judgmental attitude

- supply information concerning reading material: the school library books will be placed in the summer school rooms as a supplementary resource to the neighborhood public library
- encourage students through frequent individualized conferences to determine and refine interests, select books, set goals, and work with classmates in a variety of ways.

One final preparation for summer school was made by our school librarian who compiled four room collections from the school library for utilization by the summer school project students. These collections, about fifty books each, were packed and labeled for each teacher on the first day of summer school.

Final Administrative Preparation Strategies

With the regular school term completed, the project and control group students identified, library books selected, and the teachers informed of the methods and memberships, the principal looked forward to summer school one week away. Two project preparations remained to be completed: contacting the public librarian to discuss the summer strategies and availability of the library for class use; and, completing the construction of the nine reading badges, mimeographing the contracts, and preparing the banners.

An appointment was made with the librarian and her help was requested. She welcomed the idea of class use of the library and granted full support with any professional information needed to help students "round out" their reading experiences. She also provided a schedule for summer reading motivation activities developed by the library staff, which included films and story telling.

Following the completion of the contracts, badges, and banners, the administrator felt the introduction of a student-administrator contract would help initiate the idea of setting independent goals. The students were to be asked two types of questions: "What do you expect to do in summer school?" and "What do you expect the staff to provide for you?" Such a contract was developed and prepared for the first day in summer school. The contract read:

> Dear Student,
>
> When we begin something new, we should have some goals; something we expect. What are these?______________________________
>
> What do you think the school should do for you? What should the teachers and principal provide?________________________
>
> Have a Happy Summer!
>
> Love, Miss Anderson

Summer Reading Interest Project Begins

During the summer period, four concurrent strands of the reading interest project were developed and tested:

- thirty project students were provided time to work on reading goals with teacher, administrative, and classmate support applying previously learned reading skills
- the school personnel were focusing on maintaining a learning climate of support, encouragement, and acceptance
- a deliberate reading interest strategy was being developed, tested, and refined for possible model expansion through a formative evaluation process
- a parent education model was being formulated and tested.

On the first day of summer school, Monday, June 23rd, 1975 the four reading teachers met with the principal to receive the project materials; student banners, badge samples, and contracts, and to learn of a newly drafted initial contract of expectations planned for each student along with a welcome speech for the class. The librarian's willingness to co-operate was shared and served as encouragement for the faculty. Project methods were reviewed; students were to review options, set goals, work with teacher support, and be referred to the office for reinforcement; badges and binding the

Reading Interest Passport contracts. Staff members would meet weekly to assess student attitudes and project movement, as well as, discuss weaknesses in the reading interest strategies. It was reinforced that the atmosphere was to be one of acceptance and support for each child.

The students arrived ready to begin their summer adventure. Many new enrollments for summer school arrived and were assigned classes, but not included in the project sample. The principal-writer followed through with the planned classroom visits and discussions of the contracts, which would become the Reading Interest Passport. The generated student excitement was easily felt and a central administrative staff member, routinely visiting the school, expressed pleasure that this was not just going to be a humdrum experience.

Follow-up meetings with four staff members took place weekly for thirty minutes, the purpose being to assess student interest and conduct a formative evaluation of the educational design. Everything concerning the project was discussed including:

. student reactions -- unique expressions that children make when pleased or displeased

- special projects students have identified as goals
- confusing language of the contracts for students
- student needs -- for example, a teacher reported a series of five lessons on expressing sequence, answering the question "What happened first, second, and next?"
- student questions -- for example, "Can we take our banners home?" "Can we stay in school until noon?" (dismissal was at 10:00 A.M.) "Can we do the same badge several times?"

Other informal meetings took place on a one-to-one basis as the need arose. Teachers felt free to bring or send students down to the office for recognition as they moved ahead with their project work. They also met with the principal to discuss stressful situations, such as lunch deliveries, delayed audio-visual deliveries, student-workers assigned to the school work site, missing library books, vandalism to the classroom, etc.

The reading interest project students continued setting higher goals, reading new books, interacting with one another, visiting the principal's office for reinforcement, conferring with their teachers, visiting the library, and accumulating recorded experiences in the Reading Interest Passport. The learning atmosphere was pleasant and students expressed enjoyment concerning the relaxed nature of the school, as well as the enjoyment of self directed activities and individual attention. One very noticeable trend was no room or street fights amongst the students, a rare phenomenon for a school which can experience more than ten fights in one day.

At the close of the formal summer session, the project students were offered as many contracts as they wanted for continued work toward more badges during the three week vacation. Students were told the principal would be in the school each Friday to continue working with students, awarding badges, and forming the Reading Interest Passports. Students were pleased at this prospect and set a high goal for themselves by taking many contracts.

Summer Activities for Regular Control Group Members

Along with the reading interest strategy classes, two of the four reading teachers taught a traditional curriculum using the Ginn 360 Reading Series to the regular control group. The students brought with them, on the first day, their incomplete workbooks and readers which their regular teacher had given to them to complete during the summer session. The summer school teachers were provided the teacher's manual and supplementary aids (charts and ditto masters) to facilitate teaching all the skills that students had not completed. At the end of the summer, the students were given the publisher's test and the Chicago Board of Education level activities, for the purpose of evaluating their mastery of skills. A new level or continued work at the same level, according to the results of the assessment, was recommended and summer school ended.

Remainder of the Teacher's Schedule

The final two summer reading classes "Booster Reading" and "Reading with Art and Drama" were informal reading activities using Echo Reading materials, which included scripts and records the teacher combined with art and enrichment. The "Booster Reading" program introduced the students to various literary experiences. The teacher, along with a student teacher, relied heavily on four filmstrip series of folk tales, rhymes, and major prize winning materials (Caldecott and Newberry Award books). It was interesting to note that these two groups were fascinated by the banners and badges of the project class sharing their room at a different period, and wanted to join in. The principal was delighted and their efforts were handled in the same manner as the project students. These two groups of students, however, were not included in the September re-testing.

Parent Component

The final component of the summer program was the parent support strategy. Parents were invited to the first meeting with the following announcement:

> Dear Parents,
>
> Your child needs you to come and learn of our special Reading Interest Project. It will be held in Room 114 at 11:00 on Wednesday, July 2nd.
>
> Sincerely,
>
> Carol Anderson

Four parents came to the meeting. The content of the meeting was an informal discussion of the reading interest project; the contracts, banners, and badges. The parent's role was explained as one of support and encouragement; listening to students, working with contract activities, and providing a quiet time. The adults were encouraged to provide a book shelf, a special window sill or ledge where books were kept and featured as "special." The parents enjoyed being together and agreed to the suggestions.

A follow-up meeting was held on Wednesday, July 9th with two parents attending. Because of the excitement of a day camp activity, a summer recreational program sponsored by the Board of Education recreational staff, the parents and the writer decided not to follow through with the parent information agenda, namely, that of making learning aids.

The lack of parent response to the workshop activities and meetings encouraged the writer to re-evaluate this activity and discard it as a project strategy. Originally, it was reasoned that the basis of success would be the effectiveness of the parent, teacher, classmate, and administrator support. It became apparent that objectives, if they were to be realized, would have to be based on the student's individualized goals.

Formative Evaluation

Two purposes of this practicum were to develop and introduce a unique reading interest strategy which would encourage students to apply reading skills over the summer vacation and to develop a model for expansion to the regular school term. During the implementation of the project, the formative evaluation activities lead the administrator to refine the model for policy action in other learning-school settings.

The method isolated to accomplish these objectives were the weekly faculty meetings where discussions of the project methods served to strengthen the commitment to the concept. Project merit was visible as teachers shared their successes and techniques that motivated students toward new interests and experiences in sharing reading activities.

Toward the end of the summer period, it became apparent that the project methodology was accomplishing the goal of interesting students in independent reading. The following five support strategies were isolated as "givens" for successful implementation:

- students encouraged to set a short range goal (the contract-badge)
- teachers facilitate the availability of library materials
- teacher provide uninterrupted silent reading time
- teachers, administrators, parents, and other students show interest and approval of student's choices and work
- students receive a symbol identified with success -- the completion of the set goals (the badge).

On further important outcome was the increased awareness of the importance of individualization. Library books were accepted if a student could read them! Students rejected books if the reading level was too difficult. This system, it was felt, had potential for improving classroom reading activities.

Individualized management systems in the regular classroom are difficult for some teachers to implement using basal readers and skill development materials. However, every student involved in the reading interest strategy individualized his own reading program in a way that insured success. Recognition and verification of this concept was considered an important classroom strategy for future development.

Project and Control Group Students Withdraw

During the duration of the project, students withdrew, diminishing the final number of students tested and considered for project evaluation. The following reasons were identified by the administration as contributing to this reduction:

- summer school withdrawals
- enrolled in summer school (no summer group)
- transferred to a new school
- absent in September for final project testing.

STATISTICAL RESULTS AND ANALYSIS

The purpose of this chapter is to use a statistical analysis to test the hypothesis that the reading interest project strategy was as effective as traditional methods taught to the "regular" group and significantly more effective than the "no summer" activities second control group. Various statistical techniques, such as a t-statistic test and regression analysis, were employed to either accept or reject this hypothesis. Policy implications resulting from the statistical tests will be examined.

Methodology and Descriptive Results

The previous discussion concerned with strategy implementation, presented an explanation on the formulation of the groups used for testing. Pre- and post-test scores were obtained using the Iowa Test of Basic Skills, I.T.B.S., Form 5 and Form 6. Students were pre-tested in April, 1975 and post-tested in September, 1975. In order to determine if the project group scores were higher than the other groups, the mean score changes of all groups were computed along with standard deviations, as shown in Table 4. Appendix D contains project data.

TABLE 4

Group Statistics

	Mean Reading Score Change	Standard Deviation	Number of Observations
Project	+ .06	.553	25
Regular	- .26	.705	25
No Summer	- .28	.719	25

As shown in Table 4, the project group showed an improvement of .06, whereas the regular and no summer groups showed a decline in reading scores over the summer. While the results suggest that the project reading strategy was successful, it does not offer conclusive proof since other factors may have caused the successful performance of the students in the project group as compared with the other groups. Therefore, it is necessary to utilize various statistical tests to determine: 1/ if the differences in mean score changes are statistically significant and, 2/ to control for possible differences between groups so the effect of the reading interest strategy can be determined.

Six factors were considered as possibly influencing reading score change: age, sex, grade level, Self Esteem Inventory score, I.T.B.S. test level, and pretest reading score. Self Esteem Inventory score, a raw score of the total number of matching student responses and suggested "correct" answers was included as a measure of students' positive responses to the learning atmosphere and feelings about themselves.

The Chicago Board of Education's test level policy using the Iowa Reading Achievement test is based on the age of a student and his reading level in a continuous progress program. A full explanation of the reading levels and test levels is found in Appendix B. As shown in Table 5, the continuous progress reading levels range from A to J. As students progress to higher reading levels, the expected number of new words learned increases according to the Ginn 360 Basal Reading Series as shown in Table 5. In addition, as students progress, they take higher level I.T.B.S. reading tests which also equate levels of testing and reading scores.

The self esteem test was based upon the test devised by Stanley Coopersmith.[9] The Self Esteem

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[9] Stanley Coopersmith, The Antecendents of Self-Esteem, San Francisco, Calif.: W. H. Freeman, 1967, pages 265-6.

TABLE 5

Reading Level, Test Level, and Vocabulary

Continuous Progress Reading Level	I.T.B.S. Level	Number of New Words	Cumulative Number of New Words Ginn Basal Reading Series
A	7	1	1
B	7	96	97
C	7	215	312
D	7	308	620
E	7	361	981
F	8	392	1,373
G	8	603	1,976
H	9	814	2,780
J	9	1,000	3,780

Inventory (SEI) is a series of fifty-eight statements describing student feelings which are matched with Coopersmith's norms for this inventory. A full explanation and a self esteem inventory test **are found in Appendix D,**

Statistical Analysis

In order to determine if the mean change scores as shown in Table 4 are significantly different from each other, a t test was used.[10]

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[10] $t = \frac{(\bar{x}_1 - \bar{x}_2) - 0}{s_{\bar{x}_1 - \bar{x}_2}}$ where $\bar{x}_1$ and $\bar{x}_2$ are the mean scores and $s_{\bar{x}_1 - \bar{x}_2}$ is the difference between two means.

TABLE 6

Comparison of Test Groups on T Test

	Project vs No Summer	Project vs Regular	Regular vs No Summer
t statistic	1.89	1.78	.119
Degrees of Freedom	48	48	48
Significant at	90%	90%	not significant

As shown in Table 6, the project group performed significantly better than the regular and no summer groups at the 90% significance level. Meanwhile, the mean test score changes showed no significant differences between the regular and the no summer groups. These results indicate that the differences in mean scores on reading tests between the project group and the other two groups can be attributed to some factor (90% of the time) other than chance. To determine these factors, which include the reading strategy, a regression analysis was made.

Regression Analysis - Project Group and No Summer Group

In this analysis, several regression equations will be examined to determine if the reading strategy was a significant influence upon student reading scores. The advantage of using regression analysis is that it enables the investigator to account for several factors possibly determining reading score changes. Therefore, it is possible to control for these factors so that the effect of the reading strategy can be determined. Factors in addition to the reading strategy that are likely to effect reading scores were described above. These factors were: age, sex, grade level, Self Esteem Inventory scory, I.T.B.S. test level, and pre-test reading score. The dependent variable in this analysis is the mean score change taken from the pre- and post-I.T.B.S. reading test.[11] The independent variables and their level of significance are shown in Table 7. The results in this table compare the strategy of the project group and the no summer students used as a control group. The purpose of pooling together data on these groups is to test the hypothesis, stated at the outset of this chapter, that the reading interest group was significantly more effective than the no summer school group. Students subjected to the reading strategy in the project group

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[11] See Appendix D

TABLE 7

Regression Results for the Project Group and the No Summer Group

Variable Name	Regression Coefficients and Standard Error
Pre-Test Reading Score	-.275* (.126)
Test Level	.0002* (.0001)
Age	.095 (.192)
Sex	.143 (.195)
Grade Level	.029 (.243)
Self Esteem Inventory	.010 (.015)
Dummy Variable	.325* (.186)
Index of Determination (R^2)	.195

*Significant at the 90% or higher level of confidence

were designated as a one and the no summer group students were assigned a zero in the regression model and this classification was listed as the dummy variable in Table 7.

Since the regression coefficient was significant for the dummy variable as shown in Table 7, this means that the reading strategy utilized was significantly successful for those students in the project group as compared with the lack of reading for students in the no summer group -- controlling for other factors such as age, test level, and the other variables listed. It is important to note that the pre-test reading score and the test level were also significant in explaining the change in reading scores for these groups. The coefficient for pre-test reading score was -.275 and significant (Table 7) which means that the lower the pre-test reading score the larger the gain in reading comprehension. This result could be attributed to the method of test construction which equates raw scores and grade equivalence.[12] The coefficient for the test level was positively significant which indicates that "better" students make greater achievement gains over short periods of time on the reading tests. This result was expected given this writer's experience with student testing in reading.

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[12] The intervals between the number correct and the grade equivalent are not in equal steps, therefore the test score reflects greater gains for lower numbers of correct responses.

Other variables shown in Table 7 were not significant in influencing the change in reading scores. Specifically, the factors of age, sex, grade level, and self esteem were not significant in determining the performance of students in these groups on reading scores. The non--significance effect of age indicates that regardless of age, students made about the same change in reading scores, other factors considered equal. Generally, sex is an important factor in achieving success on tests for elementary students. Here, however females who normally excel in elementary schools, did not perform significantly better than males on the reading tests. Evidently, for these sample groups, over this relatively short period of time, sex made no difference in student performance.

Of particular note, the factor of self esteem did not influence the change in student scores. This result was unexpected because generally research cited on page seven indicated that the level of self esteem is positively correlated with reading success. Perhaps the insignificant results reported here may be attributed to the fact that the reading strategy for the project group effected the self esteem scores rather than the opposite direction of causation.[13]

Regression Analysis - Project Group and Regular Group

In this analysis, it was hypothesized that the project group would perform at the same rate of learning as the regular control group. The reason for this contention was the results from prior research which support the view that sequential development of reading skills results in improved student achievement.[14] Therefore, it was thought that the project group would not perform significantly better than the control group which had the benefits of continued sequential learning.

The regression results for the project and the regular control groups are shown in Table 8. The results are about identical to those discussed above for the

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[13] It was only possible to use a post-test self esteem inventory because of reasons cited on pages 19 and 20 of Chapter 2. If a pre-test self esteem inventory was administered, then the direction of causation would be more clearly defined, since the results of the reading strategy would not have been available to contaminate the post-test self esteem scores.

[14] S. Alan Cohen, Teach Them All To Read, New York, New York: Random House, 1969, p. 220.

TABLE 8

Regression Results for the Project Group and the Regular Group

Variable Name	Regression Coefficients and Standard Error
Pre-Test Reading Score	-.366* (.137)
Test Level	.0004* (.0001)
Age	.108 (.208)
Sex	.117 (.171)
Grade Level	-.051 (.240)
Self Esteem Inventory	.013 (.012)
Dummy Variable	.353* (.175)
Index of Determination (R^2)	.344

*Significant at the 90% or higher level of confidence

project and no summer groups. For example, the pre-test reading score, test level, and the dummy variable, which were significant earlier, are again significant for these groups. Reasons for the significance of these variables compared to insignificance of the other variables shown in Table 8 would be similar to those presented in the preceeding discussion.

The importance, however, of these results (Table 8) is the fact that the dummy variable was significant indicating that the project group students performed significantly better than the regular control group. Since this result was contrary to the stated hypothesis, it merits further explanation. Perhaps the reason for this finding can be explained by the fact that the project group continued their progress in reading over the vacation period while the regular group did not develop their skills over this period.[15]

The project students, at the close of summer school, were offered as many contracts as they wanted for continued work toward more badges during the vacation period. They were also informed the principal would be in school each Friday morning to review new reading experiences for the Reading Interest Passport. An average of six students reported to school each Friday during this five week

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[15] Summer school ended on August 8, 1975, three weeks prior to the beginning of school. This vacation period was extended twelve days because of the teacher strike.

6

period in response to the invitation, some students reading as many as seven additional books.

Regression Analysis - All Three Groups

The results of this regression were based on

TABLE 9

Regression Results for the Project Group Regular Group, and No Summer Group

Variable Name	Regression Coefficients and Standard Error
Pre-Test Reading Score	-.331* (.109)
Test Level	.0002* (.0001)
Age	.123 (.171)
Sex	.082 (.154)
Grade Level	-.039 (.202)
Self Esteem Inventory	.016 (.011)
Dummy Variable	.323* (.156)
Index of Determination (R^2)	.208

*Significant at the 90% or higher level of confidence combining all three groups -- the project group, the regular group, and the no summer group. Here the point of interest is the dummy variable which designated the project group with a one and the other two groups of students with a zero. As shown in Table 9, the results were similar to those found in the earlier regressions. The coefficient for the dummy variable was positive and significant which means that the reading strategy had a positive, beneficial effect upon reading considering students in all three groups.

Conclusions

The results of the statistical tests utilized in this chapter indicate that the reading strategy had a significant beneficial effect upon the reading ability of students, whereas the other groups resulted in a loss of reading skills. This finding is important because it shows that the strategy was successful, since students have normally been shown to regress over the summer. The statistical results from the regressions were very important because they allowed the writer to control for factors in addition to the strategies. Two factors which significantly effect reading were found to be the pre-test score and test level, in addition to the reading strategy.

It is interesting to take a closer look at a comparison of the reading test pre- and post-test gains and losses and the levels of the test as shown in Table 10. Level 7, the easiest level of the Iowa Test

TABLE 10

Comparison Between Pre- and Post-test Reading Gains/Losses and Test Level

Test Level		Number of Students Project	Regular	No Summer	Total
7	gain	5	2	4	11
	lost	4	3	8	15
8	gain	3	4	3	10
	lost	6	9	5	20
9	gain	1	2	0	3
	lost	0	0	1	1
10	gain	2	3	0	5
	loss	0	0	1	1
	no change	4	2	3	9

of Basic Skills, was administered to students reading at primary levels A, B, C, D, and E, all first and second grade skills. On the other hand Level 10, the hardest level given in this project, was administered to students reading in the intermediate level grades 4 through 6. Level 8 and 9 tests were administered to students who fell between these extremes, the final test decision based on age and reading level.[16]

It is interesting to note the large number of individual students (35 in test level 7 and 8) who lost skills over the summer regardless of their summer activities. These results confirm in part the findings of the Ross study (see page 4) which demonstrated summer reading loss of students at lower achievement levels.

A further consideration should be pointed out, namely, students with lower pre-test scores had greater gains. A review of the data in Appendix D indicates this observation is not related to any test level. An explanation for this must be sought outside the scope of this project.

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[16] See Appendix B

Each of the above factors were significant in all regressions in explaining changes in test scores, however, the importance of the variables in the regression analysis was not large. Since the index of determination was only 20% for the regression involving all three groups (Table 9) this means that other factors outside the scope of this study were important in determining the change in student performance. An important factor may be the motivational effort associated with a pro-school learning home environment. The implications, nevertheless, from this study are important and the use of the reading strategies should be extended.

CONCLUSIONS - READING INTEREST PROJECT

Project Summary

The purpose of this practicum was threefold: to develop an educational design which was adaptable to a variety of system in-puts, inexpensive, and simple to introduce and utilize; to motivate students to apply reading skills during the summer period; and, to test if the design deterred summer reading loss. The effectiveness of the design could then be demonstrated in a positive way through a comparison of pre- and post-test reading scores of the project and two control groups. If the strategy proved effective, a model for expansion would be developed and applied to other learning settings.

The underlying premise of the educational design was that volunteer students would experience success if their learning goals were reinforced by administrators, classmates, parents, and teachers. Experience with the operational design revealed a need to modify the direction to favor an emphasis on individualizing.

Conclusions - Formative Evaluation

During the practicum period, weekly teacher's meetings were held for the purpose of refining, modifying, and clarifying the usefulness of the proposed strategies in motivating students to apply reading skills in a relaxed and encouraging learning setting. Teachers were encouraged to be sensitive to student reactions which could give direction to the practicum project and future efforts utilizing the underlying concepts. Observations of the increased demand for badges, enthusiasm to remain in school for longer periods, independent visits to the library, student eagerness to interact with teachers and classmates, and setting new goals, e.g. "I'll have this done tomorrow" were noted. Teachers agreed that most of their "good" feelings were related to student non-verbal language: student's smiling, moving desks around to form new working arrangements, carrying books home, improved classroom attention, etc. Informal parent comments concerning the use of leisure time for reading, to other members of the family and alone, were noted.

Also, the on-going evaluation of student reaction to the Reading Interest Passport, the bound volume of the completed badge activities, was interesting.

Students, teachers, and the principal reviewed this record of student accomplishments or realized goals as students added a new contract. Children not only reviewed and shared their passports at this time, but at other times boasting of their accomplishments and recalling books read, both uses, reinforcing positive attitudes.

As the faculty attempted to clarify what was taking place by discussing these observations of student reactions, five general categories emerged as key components to the success of the strategies, namely:

> *setting short range goals*: Students were always able to see potential success at the beginning of each reading contract.
>
> *making material available*: A variety of books needed to be available to encourage students to form new reading goals.
>
> *providing time*: Uninterrupted silent reading time fostered and encouraged the accomplishment of goals.
>
> *supporting and approving student effort*: Students receiving the help they needed and public (classmate, teacher, principal) recognition of their success' motivated the formation of new reading goals.
>
> *reinforcing student accomplishments*: Receiving a badge for mounting on the banner as a symbol of accomplishment, was a source of pride for student participants.

The above five elements represent, it is felt, significant outcomes of the practicum project. The benefit of spending three months in close interaction with other educators and working through a disciplined experience had significant impact on the adults as well as the students. Each teacher continued to seek new ways of reaching students, filling in pupil background with information needed to complete contracts, motivating students for seeking new experiences, encouraging them to try, and providing ways to have fun together. It turned out to be a continuing learning process.

Conclusions - Summative Evaluation

The success of the project students in maintaining their reading skills over the summer as discussed on page 54 indicates that expansion of the practicum concept is warranted.

In addition, an initial motivation of this practicum was to examine two concepts, namely, did summer regression occur, and were the proposed strategies effective in eliminating this summer reading loss in the project student's post-test scores? The post-test data for the two control groups confirmed the other research cited in section one, "A Climate for Action," indicating that students do lose learned skill over the summer vacation. In answer to the second question, the post--test data on the project group confirmed the success of the proposed strategies in maintaining reading comprehension.

The Coopersmith Self Esteem Inventory results, included as a potential tool to add clarity in understanding the reading score changes, did not enhance the project findings. Quantifying the effect of a reinforcing school atmosphere and student feelings, initial reasons for including the SEI, was unsuccessful, therefore no statistical conclusions can be drawn relating self esteem and reading achievement in the project strategies. Any effects of a reinforcing atmosphere on enhancing student's self concepts would be drawn from the unobtrusive observations discussed in the formative evaluation.

Project Weaknesses

In a review of project methodology, several changes should be considered if these efforts were to be replicated.

Factors which may prove important and were not controlled for in this study include: student attendance, group intelligence test results, number of books read, and socio-economic factors of individual's families. The whole project philosophy attempted to move away from the highly organized, formal record keeping routine of the school year to favor a spontaneous, relaxed, student oriented atmosphere, emphasizing the importance of the students. Perhaps, through these additional controls, a better understanding of the lack of success of the first control group -- the regular basal skills group could have been obtained, as well as, accounting for the changes in the project group's performance, beyond the 20% level(Index of Determination).

Another change relates to the Coopersmith Self Esteem Inventory. As the number of students increased (from 25 in each project and control group to 75 in the total project), the significance of the results came closer to the 90% level of confidence. This observation may be important to determine the numbers of students for future projects or for the choice of the self esteem instrument.

A better understanding of the project's parent involvement dimension, thought initially to be a key component, was sought through follow-up meetings during the fall semester (outside the scope of the project). Three meetings were set up which parents were invited to attend. The titles and number present were noted:

"The School Reading Program"	3 present
"Making Ends Meet" Consumer Education	10 present
"Make-up Demonstration"	75 parents

The conclusion that can be drawn for future parent involvement is that a direct benefit must be apparent to attract parents: vague pedagogy has no appeal!

Expansion Strategies

The practicum concept, as evidenced through the evaluation, is a workable and viable method of reinforcing student reading skills, and worthy of expansion.

During the 1975-76 school year, six classrooms are utilizing the Reading Interest Project strategies through the co-ordination of one summer school teacher, now teaching second grade, and the intermediate librarian. It is interesting to note that student enthusiasm toward the badge concept is visible among the participants. Modification of several contracts has been completed for ease in fostering readability by younger students.

An additional spin-off of the practicum effort has been to influence the district goals committee to include a book report as a minimum competency in its effort to upgrade student skills. Acknowledgement of the rich resource of the library in this way is viewed as a first step toward the adoption of a district reading interest strategy, a goal of this practioner.

Project Conclusions

All too long, educators have taken for granted that learning to read hinges upon our success in the sequential teaching of basic skills; therefore, increasing the time spent in this pursuit will bring improved results. The reading interest project pointed out the value of motivating students to enjoy independent reading. Simply making books available as a means of increasing a student's interest in reading is not acceptable without a motivational support strategy, as suggested in this practicum. The skill and interest of a student must be considered in the variety of books available, for it was observed, students will quickly discard a book if unable to experience success.

Recognition of these facts should help parents, teachers, and principals refocus their thinking concerning directions for their reading program.

APPENDIX A

School Data

SELECTED SCHOOL CHARACTERISTICS

VAN VLISSINGEN SCHOOL

1972-73

School Organization	Kg - 8
Per Pupil Staff Cost (PI-8 Teachers)	$481.00
Student Membership	
Main Building	1,500
Branch	500
Teachers:	105
Staff Experience	
Less than 1 year	21%
1 - 5 years	47%
6 - 12 years	19%
Over 12 years	13%
Rate of Student Attendance	87.7%
Age of Building	
Main School	1893
Modular Addition	1972
East Branch	Mobile Units

APPENDIX B

Test Result Data and Policies

TEST DATA

VAN VLISSINGEN SCHOOL

1971-1972

% Ready for School - 1st year 56%

Grade 8 - Iowa Test of Basic Skills

	Reading	Arithmetic
Q. 3	44	31
Med.	20	16
Q 1	10	10

1972-73

Scores Reported in Grade Equivalent
Median Scores

Primary - California Achievement Test

	P2	P3
Reading	1.8	2.1
Math	1.9	2.7

Intermediate and Upper - Iowa Test of Basic Skills

Grade	4	5	6	7	8
Read-Comp.	3.0	3.8	4.7	6.1	6.2
Math-Concepts	3.2	4.0	4.8	5.9	6.2
Math-Prob.	3.5	4.4	4.8	6.0	6.4

1973-74

Scores Reported in Grade Equivalent
Median & MEAN Scores

Primary - California Achievement Test

	P2	P3
Reading	2.5	2.6

Intermediate and Upper - Iowa Test of Basic Skills

Grade	4	5	6	7	8
Read - Mean	3.2	3.9	4.9	5.8	6.5
Read Median	3.0	3.8	4.7	5.7	6.4

TEST DATA (CONTINUED)

1974-1975

Iowa Test of Basic Skills; Form 6 April, 1975

Age Cycle	Median Reading	Median Vocabulary
7	2.1	2.0
8	3.1	2.8
9	3.1	2.9
10	3.9	3.4
11	4.5	4.1
12	4.7	4.5
13	5.3	5.2

CITY-WIDE TESTING PROGRAM
CHICAGO PUBLIC SCHOOLS
GUIDELINES FOR SELECTING
ITBS TEST LEVELS

Reading Levels as of March 3

AGE CYCLES AS OF DECEMBER 1 OF CURRENT SCHOOL YEAR

Age Cycle	ABC	D,E	F,G,	H	J	K	L	M	N
6*	Do Not Test	7	8	9**	9**	9**			
7	7	7	8	9**	9**	9**	10**		
8	7	7	8	9	9	9	10**	10**	11**
9	7	7	8	9	10	10	10	11**	11**
10	7	7	8	9	10	11	11	11	12**
11	7	7	8	9	10	11	12	12	12
12	9	9	9	9	10	11	12	13	13
13 and above	9	9	9	9	10	11	12	13	14

*Testing is optional at age cycle 6.

**Administer these test levels for advanced pupils only, noting that higher reading levels assured placement in appropriate instructional programs and also that mathematics instruction may not be as advanced as reading level indicates.

CITY-WIDE TESTING PROGRAM
ORGANIZATION OF THE
IOWA TESTS OF BASIC SKILLS

The City-Wide Testing Program will be administered in spring 1975. All pupils in the primary, intermediate, and upper programs will be tested at functional reading levels except pupils in age cycle 6 below reading level D. Criteria for selecting appropriate test level (7-14) are: (1) age cycle, and (2) reading level. These are described in a separate chart.

Primary Battery(Basic Edition) Form 6

Test	Working Time	Level 7 No. of Items	Level 8 No. of Items
V: Vocabulary	14	30	30
WA: Word Analysis	20	49	58
R: Reading Comprehension			
R-1: Pictures	12	27	23
R-2: Sentences	7	16	16
R-3: Stories	15	23	28
Spelling(optional)	13	27	29
M: Mathematics Skills			
M-1: Mathematics Concepts	15	33	36
M-2: Mathematics Problems			
Level 7	17	22	
Level 8	25		30

Levels Edition (9-14) Form 6

TESTS	Working Time	No. of Pages	NUMBER OF ITEMS IN EACH LEVEL												No. of Items in Each Test
			Level 9		Level 10		Level 11		Level 12		Level 13		Level 14		
			Item Nos.	No. of Items	Item Nos.	No. of Items	Item Nos.	No. of Items	Item Nos.	No. of Items	Item Nos.	No. of Items	Item Nos.	No. of Items	
Title Page		1													
Directions to the Pupil		1													
V - Vocabulary	17	4	1-31	31	11-48	38	24-66	43	40-85	46	58-105	48	67-114	48	114
R - Reading Comprehension	55	20	1-60	60	12-79	68	25-98	74	61-136	76	80-157	78	99-178	80	178
M - Mathematics Skills															
M-1 Mathematics Concepts	30	10	1-30	30	16-51	36	31-72	42	52-96	45	73-120	48	89-136	48	136
M-2 Mathematics Problem Solving	30	9	1-26	25	13-39	27	26-54	29	40-70	31	55-86	32	63-96	34	96
	60			55		63		71		76		80		82	232

Bureau of City-Wide Testing
Department of Research and Evaluation
February 1975

The guiding philosophy of a program of Continuous Progress-Mastery Learning is based upon the concepts that--

learning is a continuous process

each person progresses at his own rate

each person masters skills and concepts according to his individual abilities

each person has a certain readiness for steps of learning according to his level of maturity and experience at any given point in his life.

1974

Continuous Progress

Mastery Learning Program

Dear Parent:

We know that you are interested in your child's progress in school and that you wish to work with the school to provide the best possible education for him. This booklet describes the program of learning in which your child will participate during his elementary school years. If you would like more information, please feel free to visit us at school.

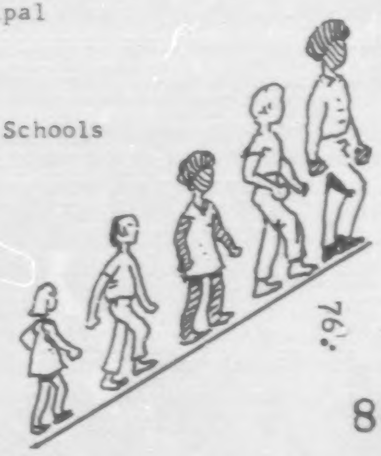
Sincerely yours,

Carol T.L. Anderson

Principal

JAMES F. REDMOND
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO



Advancement through the program of Continuous Progress-Mastery Learning may be compared to the movement of an escalator--

> Each child begins when he is ready.
>
> Each child starts at the beginning.
>
> Progress is measured one step at a time.
>
> Movement is always forward.
>
> There is no point at which progress stops.
>
> There is invisible, carefully tended machinery, such as the planning and organization provided by the education staff, which supports the forward-moving goal.
>
> Some children move at a faster or slower pace than others, but all reach their goal.
>
> At some times, at some places, it may be necessary to slow down, but progress is resumed as soon as possible and is always forward moving.

What It Means to Your Child

Continuous Progress-Mastery Learning is a program of learning which--

> encourages your child to learn at his own rate
>
> provides for your child's continuous educational growth
>
> assures that your child will develop confidence in his ability to achieve
>
> provides your child with the opportunity to achieve success at all levels in the elementary school
>
> helps your child to develop a sense of pride in himself and in his accomplishments.

Your child will be instructed in reading and mathematics in learning blocks of work called levels. Each level contains certain skills and understandings which your child must master to be competent in reading and mathematics. He will complete the requirements of these levels at his own rate of speed, guided by his teachers.

A child who progresses at an average pace usually completes the elementary school in eight years. It is possible that your child will move through the programs at a faster or a slower pace. The levels a child will complete when moving at an average pace are indicated in the table below.

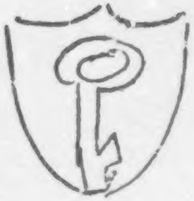
	Primary Program	Intermediate Program	Upper Program
Reading	A,B C,D E F,G H →	J K L →	M and N
Mathematics	A,B,C,D,E,F,G,H →	J K L M N R S T →	U and V

The program may provide for movement from room to room during the school year if necessary to insure that your child is working at his proper level.

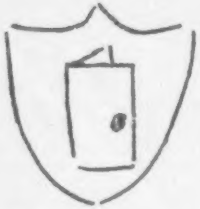
As your child progresses in the program, he will continue his work in mathematics and language arts as well as in the areas of social science, natural and physical science, music, art, and physical education.

APPENDIX C

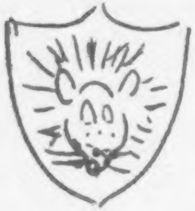
Reading Interest Passport



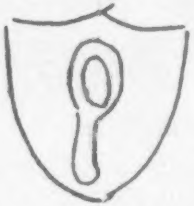
KEY READING (BIOGRAPHIES)



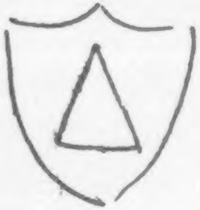
MAGIC DOOR BADGE



ANIMALS



MYSTERY READING BADGE



JOKES, GAMES, AND HOBBIES

V.V. READING
INTEREST
PASSPORT

90

Dear V.V. Superstar,

Today you are going to begin an activity that can change your life. Are you willing to participate?

It is a reading interest project. Library books have the most exciting ideas and most students graduate without ever knowing that, because they never read a library book.

Therefore, I am inviting you to join the RIP Club which you can do by reading a variety of books and discovering how much fun the library can be.

This is how you do it. There will be nine badges you can work on according to your reading interest. These badges will be pasted on a banner. You will find out the special requirements of each badge in the special folder.

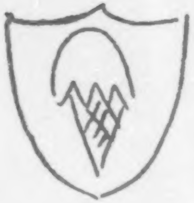
These special folders will be our way of remembering what you did and what you read. They will be bound in a little notebook which we will call our Reading Interest Passport.

I hope you will be one of the students who enjoys hard work and challenges and will want to join.

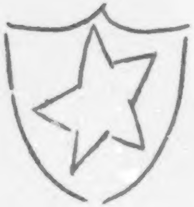
I especially want you to tell me what you liked about our summer RIP program and maybe you will want to do this in September.

MISS ANDERSON

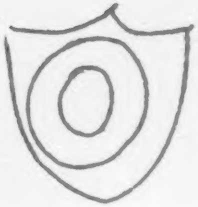
BADGES



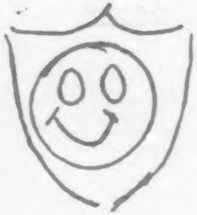
SUMMER READING BADGE



SUPER STAR READER



FABLES AND FOLK TALES



HAPPINESS READING BADGE

S

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Z

ALPHABET

OF

A

B

C

D

80.

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F

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J

K

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M

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O

P

Q

R

Book Report:

FICTION

MY NAME ______________________________

BOOK TITLE ______________________________

AUTHOR'S NAME ______________________________

What is the story about ______________________________

What was the part I liked best ______________________________

This book made me wish that ______________________________

When and where does the story take place?

Describe one of the characters ______________________________

What is your honest opinion of this book is

Book Report:

NON-FICTION

MY NAME ____________________

BOOK TITLE ____________________

AUTHOR'S NAME ____________________

THE BOOK IS ABOUT (check one): Animals ______

Mystery ______ History ______

Adventure ______ Science ______

Other(name) ____________________

An important fact I learned was ____________________

My opinion of the book is ____________________

I would or would not (underline one)

recommend this book because ____________________

6. Read your favorite part to another person. It could be a friend or a member of your family. To certify that you did this, that person must sign below.

I certify that ______________________ (name)

read me, from the book ______________ (title)

______________________________________)

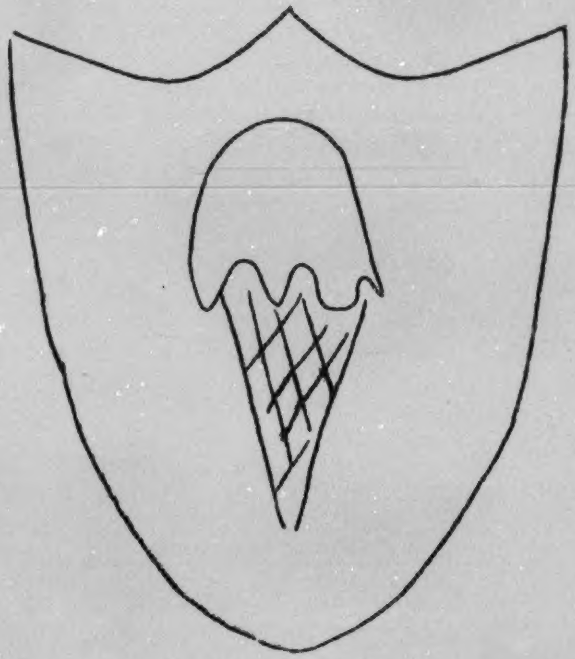
Page ____________.

______________________ (signed)

HAPPY

READING!

SUMMER READING BADGE



STUDENT'S NAME______________________________

BOOK SELECTED(TITLE)________________________

AUTHOR______________________________________

TO WIN THE BADGE OF SUMMER READING, PLEASE

COMPLETE THE FOLLOWING ACTIVITIES:

1. Pick a NEW BOOK, one you have never read from the library or library table. Turn to any page and review the words to make sure you can and will be able to read the book. If there are more than three new words on the page, it is too hard and you will probably give up reading the book. Therefore, pick another book.

2. Read the book

3. Obtain a book report form and an Alphabet page for completing the next two activities.

   a. Make an Alphabet of new words (You can use this as a book mark as you read along in the book).

   b. Complete a book card. If it is a fiction book, use the special report form. If it is non-fiction, be equally careful in selecting the correct form.

4. Make a paper bag puppet of the character you like best in the story

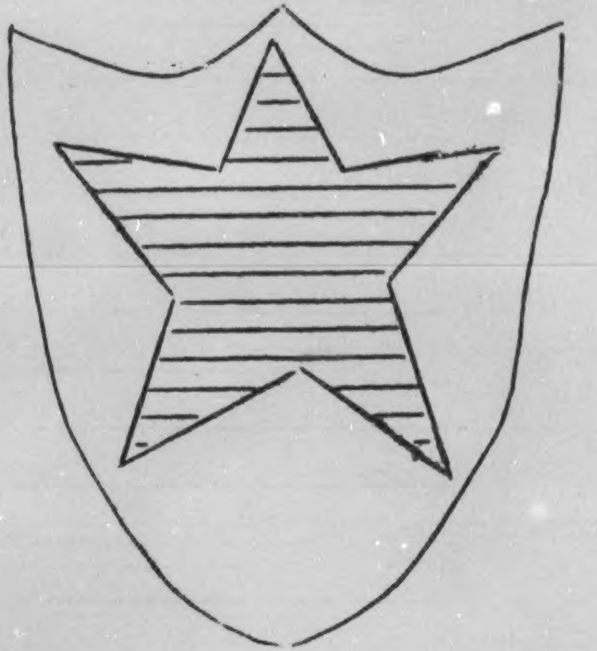
5. Tell your class about the book and encourage another person to read the book. If you need to write out what you will say, do it on this page.

4. Imagine that your favorite character would like to know about you. Write him a letter telling about yourself. Be sure to include things about your family and school that you would like him to know.

Dear ____________,

Your friend,

SUPER STAR READING BADGE



STUDENT'S NAME ______________________

TO WIN THE BADGE OF SUPER STAR READING,

PLEASE READ FIVE LIBRARY BOOKS AND COMPLETE

THE FOLLOWING ACTIVITIES:

BOOK SELECTION 1 TITLE ________________

____

AUTHOR ________________

BOOK SELECTION 2 TITLE ________________

____

AUTHOR ________________

BOOK SELECTION 3 TITLE ________________

____

AUTHOR ________________

BOOK SELECTION 4 TITLE ________________

____

AUTHOR ________________

BOOK SELECTION 5 TITLE ________________

____

AUTHOR ________________

Do you remember how to select a new book? Turn to any page and review the words to make sure you can and will be able to read the book. If there are more than three hard words on the page, it is too hard!

Think about the five books you have just read. Were any books alike? __________
Were any books different __________
Pick one way some of the books were alike or different and write it here

____

____

____

____

2. In the five books you read, which one character would you like for a friend and why? What is it about this person that makes you like him?

____

____

____

____

____

3. In the five books you read, pick a character you did not like and tell what it was that you disliked.

____

____

____

____

____

4. Make a game of "Who Am I" by writing a description of characters without telling their name.

CHARACTER ONE ______________________________

____

____

____

CHARACTER TWO ______________________________

____

____

____

CHARACTER THREE ____________________________

____

____

____

CHARACTER FOUR _____________________________

____

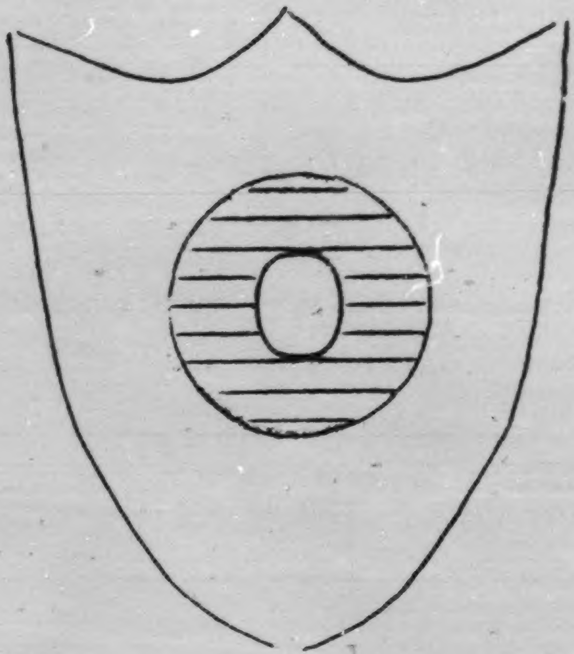
____

____

5. Had you ever read a fable or folk tale before? ____________________

Did you enjoy the book ____________________

FABLES AND FOLKTALES BADGE



STUDENT'S NAME ______________________________

BOOK SELECTED TITLE ______________________________

AUTHOR ______________________________

TO WIN THE BADGE OF FABLES AND FOLK TALES,

PLEASE COMPLETE THE FOLLOWING ACTIVITIES:

Find a library book with number 398 as the first part of the number from the non-fiction section of the library. This will be a book of folklore, fables, or fairy tales. Look at the book to make sure it is not too hard. Turn to any page and review the words. Be certain there are no more than three hard words on the page.

Read the book and Complete a green book report page.

Answer the following questions:

1. Was the story (or stories) true?

____

2. List two or three things that gave you clues to your answer.

____

____

____

____

____

3. Draw a picture showing the main adventure. You may use stick figures and do a cartoon.

4. Pick one of the three books and read it to a younger child in your family or on the block. If you don't find someone, I know many children who will be glad to have the pleasure of listening to you read to them. Tell your teacher and we will help you. When you have finished, they must sign this contract.

I certify that ______________________
(student's name)
read to me from the book entitled

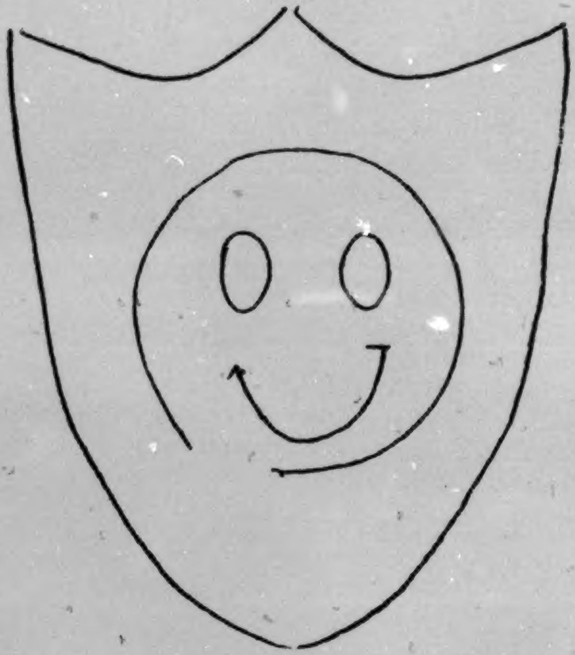
____

______________________________________.

____
Signed

HAVE FUN!

HAPPINESS READING BADGE



STUDENT'S NAME________________________

The following 15 books are considered Children's Classics and everyone should read them.

1. Anatole and the Cat. Eve Titus, McGraw
2. Bear Called Paddington, A. Michael Bond, Houghton.
3. The Biggest Bear. Lynd Ward, Houghton
4. Bill's Great Trick. Mary E. Kullberg Houghton.
5. The Cat in the Hat. Dr. Suess, Houghton.
6. Curious George Flies A Kite. Margret and H. A. Rey, Houghton.
7. Danny and the Dinosaur. Syd Hoff, Harper
8. David McCheever's 29 Dogs. Margaret Holt, Houghton.
9. Five Chinese Brothers, The. Claire Bishop, Coward.
10. A Fly Went By. Mike McClinton, Random House.
11. Horton Hatches the Egg. Dr. Suess, Random House
12. Julius. Syd Hoff, Harper.
13. Little Bear. Else Minarik, Harper.
14. Mouse House. Rumer Godden, Viking.
15. Rufus. Tomi Ungerer, Harper.

For one HAPPINESS READING BADGE, read three of the above books and circle the number in front of the title. Complete the following activities:

1. Complete a book report page for each book you read.

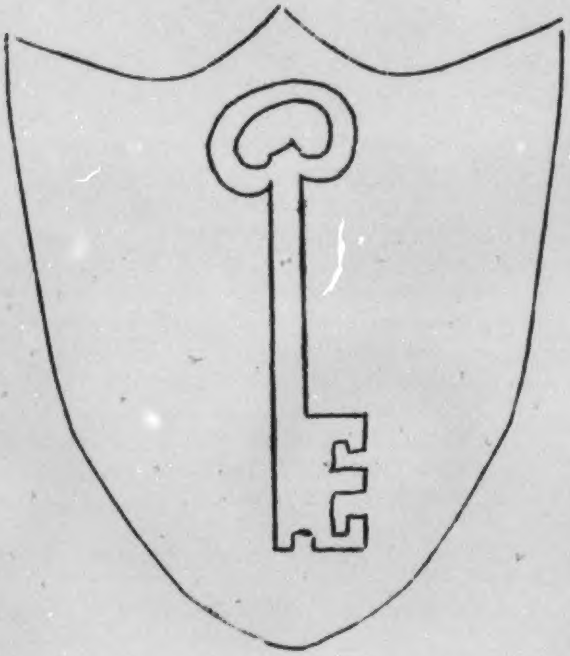
2. Make a list of at least fifteen words that are used to describe people's feelings. Use the special pink ALPHABET OF FEELINGS. Please include words that suggest the book characters were happy, sad, excited, surprised, and others.

3. Pick one book and tell one experience the main character had. How do you think you would feel if this happened to you?

4. Imagine you and your friend (who read the same book) are conducting a television interview. One of you act as the interviewer and one of you take the part of the book personality. Plan to present this to your classmates.

5. Write a list of important events that occurred in this person's life. Put them in order of which happened firs.

KEY READING BADGE



STUDENT'S NAME ______________________________

BOOK SELECTED (TITLE) ______________________

AUTHOR ______________________________________

TO WIN THE BADGE OF KEY READING, PLEASE

COMPLETE THE FOLLOWING ACTIVITIES:

1. Find two copies of the same book about a person (a BIOGRAPHY). Get a friend to read one of the copies for their KEY READING BADGE.

   Do you know where and how to find a biography in the library?

   a. Find the Non-Fiction Section.
   b. Find the books with the dewey decimal number of 920 and 921.
   c. You are in the biography section.
   d. Look at the different titles and think about a person that will interest you. Now apply the book selection test by reading any page.

2. Complete a green book report form.

3. Please answer the following question

   a. What outstanding thing did this person do? ______________________

____

____

   b. Why would someone write a book about this person?

____

____

____

   c. What did you learn about this person's life that will help you in your life?

____

____

____

____

   d. If you could meet him and ask a question, what would you like to know?

3. Write a description of this person without telling his name. See if members of your family and class can guess who you are describing.

____

____

____

____

____

____

____

6. Usually non-fiction books use a special vocabulary for discussing the subject. Complete an ALPHABET OF SPECIAL WORDS used in this subject. Please use the special form, which can be used as a book marker as you read.

7. Answer these questions:

   a. Would you read another book on this subject?________________ Why?

   ____

   ____

   ____

   b. Do you have any friends that have a special interest in this area?__________

   c. What would you say to encourage your friend to read this book?

   ____

   ____

   ____

   ____

   ____

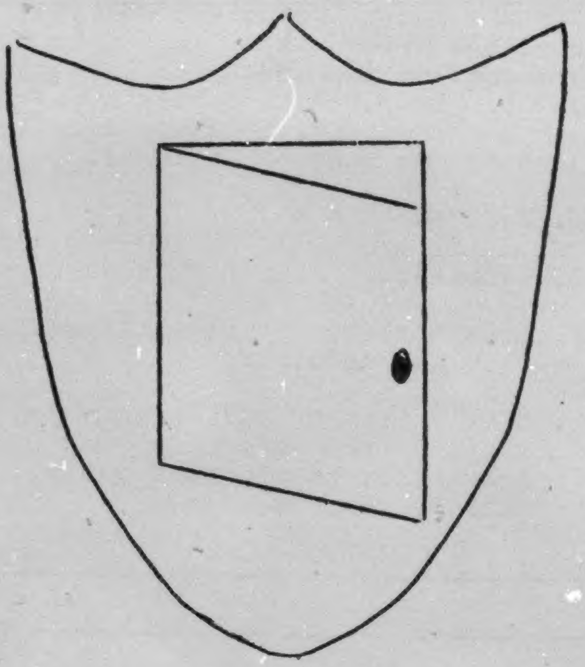
   ____

   ____

   ____

   ____

MAGIC DOOR BADGE



STUDENT'S NAME ______________________________

BOOK SELECTED (TITLE) ______________________________

AUTHOR ______________________________

TO WIN THE BADGE, MAGIC DOOR, PLEASE

COMPLETE THE FOLLOWING ACTIVITIES:

1. Reading opens up many new "doors" for the lucky person who enjoys reading. Pick a non-fiction book that presents an idea that you know nothing about. It could be a book about making something, a hobby, animals, places, and many other ideas.

2. Read the new book!

3. Complete a green book report page.

4. Draw a picture that tells what the book was about.

5. Make a list of five things you learned from this book you did not previously know before you read this book.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. Present a short talk to the class about the ideas in your book. If you would like to use your picture, you may do so. Invite the class to ask you questions about the subject area.

Have you ever heard of "outlining?" Outlining is a short summary of the important ideas presented in the book. Sometimes chapter titles help us understand the main ideas the author is telling. Even if you have never tried this, will you try now?

On the next lines, next to A, B, and C, please put three main ideas. Under each main idea, put a few thoughts the author discusses.

A.____________________________________

  1.________________________________

  2.________________________________

  3.________________________________

  4.________________________________

B.____________________________________

  1.________________________________

  2.________________________________

  3.________________________________

  4.________________________________

C.____________________________________

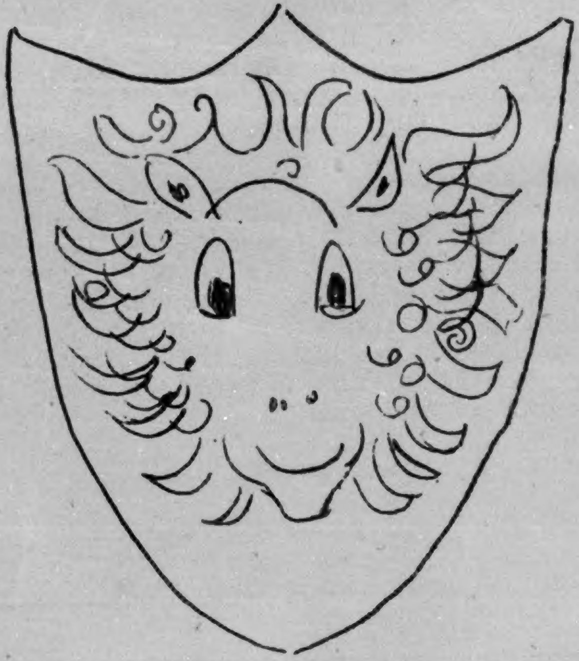
  1.________________________________

  2.________________________________

  3.________________________________

  4.________________________________

ANIMAL BADGE



STUDENT'S NAME____________________

BOOK SELECTED TITLE____________________

AUTHOR____________________

TO WIN THE BADGE, ANIMALS, PLEASE COMPLETE

THE FOLLOWING ACTIVITIES.

Have you ever thought, "I'd like to know more about a certain animal, bird, or insect?" Now is your chance. By going to the non-fiction books, number 595.__, you can find a book about almost any insect, earthworm, fish, bird, turtle, snake, and any animal you can name. Have fun picking out your book.

Please complete a green book page and an alphabet of special words used to discuss the animal you read about. Many words are very specific when it comes to a certain animal. Using an ALPHABET, list at least ten words from the book you have read unique to this animal. Call your list, an ALPHABET OF WORDS ON the name of the animal.

Answer the following questions:

1. Are you glad you read this book?____

2. Can you tell one reason why?________

____

____

____

3. Tell something interesting about this animal's home. (If there is more than one animal, just pick one. Make sure you use the same animal for all the questions.)

____

____

____

____

4. Tell something about where you find this animal.

____

____

____

____

5. What would this animal eat?

____

____

____

____

6. Did the book tell you how this animal makes a contribution to nature?________If yes, please explain your answer.

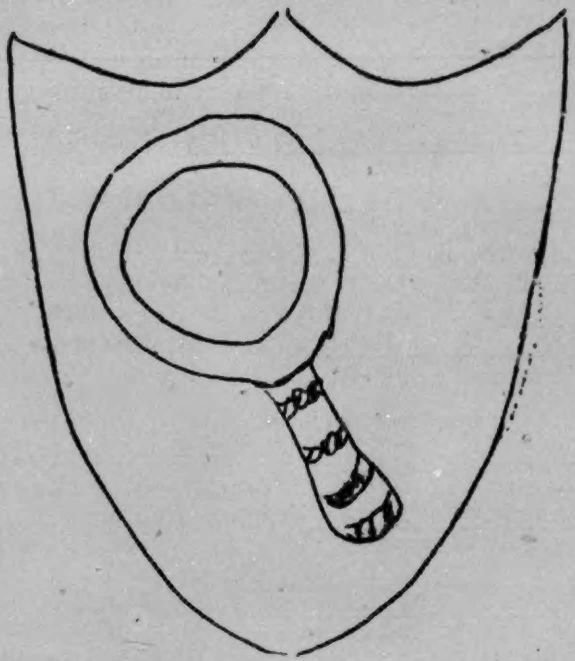
____

____

____

4. Prepare a sales "pitch" to encourage one of your classmates to read this book. Be sure to include a few details of the mystery without telling the ending.

MYSTERY READING BADGE



STUDENT'S NAME______________________________

BOOK SELECTED (TITLE)________________________

AUTHOR______________________________________

TO WIN THE BADGE FOR MYSTERY READING, SELECT ONE FICTION MYSTERY BOOK.

This type of book might be hard to locate in the library unless the librarian can help you. The following is a list of just a very few of the many wonderful books you can choose. Look in the fiction section, under the letter beginning the author's last name.

EASIEST BOOKS ON LIST

Lee Wong, Boy Detective. Joseph Danel,
Garrard Press
The Thief Who Hugged a Moonbeam, Harold
Berson, Seabury Press
The Case of the Dumbbells. Crosy Bonsall
Harper Publisher
Georgie, Robert Bright. Doubleday Publisher
(Any of the other Georgie books)
Pete's Puzzle. Esther Meeks. O'Hara Pub.
The Chocolate Chip Mystery. John McInnes
Garrard Publishing

HARDER SELECTIONS

Mystery in Little Tokyo. Frank Bonham, Dutton
The Shade. Betty Brock, Harper Publishers
Freddy, The Detective. Walter Brooks.
Knopf Publisher
Jimmy Takes Vanishing Lessons. Walter Brooks
Join Hands with the Ghosts. Mary Canty.
David McKay Publisher
The Red Room Riddle: A Ghost Story. Scott
Corbett. Holt
(He has written other mystery stories)
The Ghost of Five Owl Farm! Wilson Gage.
World Publishing
The Cat and Mrs Cary. Doris Gates. Viking

VERY HARD

Mystery in Wales. Mabel E. Allan Vanguard Press
The Riddle of the Ring. Karin Anckarsvard
Harcourt Publisher
Casebook of Sherlock Holmes. A. Conan Doyle
Children's Press.
The Mystery of Dolphin Inlet. James Holding
MacMillan Publisher
Blue Stars Watching. Patricia Beatty.
Morrow Publisher
The Jade Monkey Mystery. Leon Ware.
Westminster Press.

Please complete the following activities:

1. Complete a green book report page.

2. Think about the story. Were you surprised by the ending?__________

   Did the author give enough clues so you know how the book would end?____________

3. Pretend you are the author. Now, think of a different ending to the book. Make it a surprise. Write it here

____

____

____

____

____

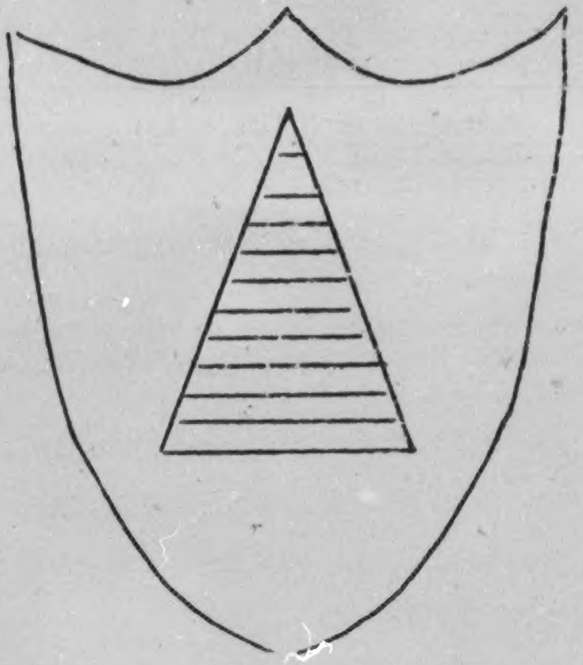
____

____

____

Please illustrate you project on this page.
You can use cartoons or what ever you wish to
get the idea of your project to the reader.

JOKES. GAMES, HOBBIES BADGE



STUDENT S NAME ______________________

BOOK SELECTED (TITLE) ______________________

AUTHOR ______________________

TO WIN THE BADGE OF JOKES, GAMES, HOBBIES, YOU MUST READ A BOOK ON DOING SOMETHING___ AND THEN COMPLETE A PROJECT.

Are you asking, "What kind of book should I read?" If you look in the non-fiction book shelf under the numbers 700 and up, you will find books on:

Art (730) (741) (745) (746) (791)
Recreation (796)
Puzzles (793)
Photography (778) (770)
Songs (784)
And many other areas

Pick out a book and complete a green book report page.

Now, you are ready to do a project from your reading. Are you asking, "What should I do?"

If you read about gardening, begin some plantings........
If you read about stamp collecting, begin a collection.
If you read about cooking, fix something

Did you get the idea?

Now, Please answer these questions.

Did you enjoy reading and doing this hobby?
______________ Why? ______________

____

This page is for describing your project and reading. If you read about puzzles and jokes, you can tell and write some here. If you made a project, describe it.

APPENDIX D

Project Statistical Data

PROJECT GROUP

Student	Grade April, 1975	Sex	Age-April 1975	Test Level	Reading Pre-test April	Reading Post-test Sept, 1975	Change	S.E.I Score Sept, 1975
1	5	F	11-0	7	3.6	3.6	0	45
2	5	F	11-0	7	2.8	2.4	-.4	28
3	5	F	10-10	8	3.5	3.8	+.3	45
4	4	F	10-3	10	5.8	6.4	+.6	53
5	4	F	9-5	10	3.3	4.7	+1.4	50
6	4	M	10-4	9	2.5	3.5	+1.0	28
7	4	F	9-8	8	2.6	2.6	0	32
8	4	F	10-11	8	3.9	3.4	-.5	37
9	4	M	11-4	7	2.9	3.1	+.2	43
10	4	F	9-7	8	4.8	4.6	-.2	50
11	4	F	9-10	8	3.8	4.1	+.3	32
12	4	M	9-6	7	2.3	2.3	0	17
13	3	F	8-9	8	3.8	3.1	-.7	46
14	3	F	8-4	8	4.2	3.2	-1.0	37
15	3	M	9-0	8	3.4	3.9	+.5	32
16	3	M	8-7	8	3.9	3.4	-.5	37
17	3	M	8-10	7	2.6	2.6	0	42
18	3	F	8-9	7	3.6	3.9	+.3	35
19	3	F	9-4	7	3.2	3.2	0	36
20	3	M	8-5	7	1.9	2.6	+.7	34
21	3	F	8-8	7	3.5	4.1	+.6	32
22	3	M	9-5	8	3.1	2.8	-.3	50
23	2	F	7-6	7	2.2	1.7	-.5	38
24	2	M	8-1	7	1.4	1.5	+.1	37
25	2	M	8-4	7	1.4	1.0	-.4	29

REGULAR STRATEGIES GROUP

Student	Grade April, 1975	Sex	Age April 1975	Test Level	Reading Pre-test April, 1975	Reading Post-test Sept, 1975	Change	SEI Score Sept, '75
1	4	F	10-0	10	4.6	5.2	+.6	51
2	4	F	10-1	10	4.5	4.7	+.2	47
3	4	F	10-2	10	5.0	5.1	+.1	37
4	4	M	10-2	9	4.6	5.1	+.5	33
5	4	M	9-3	9	4.2	4.7	+.5	46
6	4	F	9-9	8	3.0	2.8	-.2	38
7	4	F	9-10	8	3.8	2.9	-.9	36
8	4	F	9-10	8	4.9	3.8	-1.1	40
9	4	M	9-5	8	3.8	3.8	0	46
10	4	M	9-9	8	3.1	3.0	-.1	37
11	4	M	9-10	8	3.1	1.6	-1.5	28
12	4	M	9-9	7	3.7	2.9	-.8	34
13	3	F	9-1	8	3.8	4.2	+.4	48
14	3	F	9-2	8	3.8	3.9	+.1	50
15	3	F	8-11	8	3.8	4.1	+.3	51
16	3	M	9-1	8	3.7	2.4	-1.3	39
17	3	M	9-2	8	4.3	2.8	-1.5	37
18	3	M	9-2	8	4.3	5.0	+.7	36
19	3	M	9-1	8	3.1	2.9	-.2	41
20	3	M	[illegible]	[illegible]	3.2	3.0	-.2	31
21	3	F	8-7	7	3.5	2.1	-1.4	42
22	3	F	9-2	7	3.0	3.1	+.1	42
23	2	M	8-4	7	4.2	3.2	-1.0	52
24	2	M	8-3	7	2.8	3.0	+.2	39
25	2	M	7-8	7	3.2	3.2	0	35

NO SUMMER GROUP

Student	Grade April, 1975	Sex	Age-April 1975	Test Level	Reading Pre-test April, 1975	Reading Post-test Sept, 1975	Change	SEI Score Sept, '75
1	5	F	11-5	7	2.1	1.9	-.2	32
2	5	M	10-10	7	2.0	1.2	-.8	35
3	5	M	10-10	8	5.2	4.8	-.4	48
4	4	F	9-8	10	4.8	4.3	-.5	45
5	4	F	9-6	8	3.8	5.0	+1.2	50
6	4	F	9-6	9	4.3	2.4	-1.9	41
7	4	F	10-11	7	2.3	3.2	+.9	29
8	4	F	9-6	7	2.6	1.8	-.8	27
9	4	F	9-10	7	2.3	2.4	+.1	28
10	4	F	10-2	7	3.3	3.3	0	39
11	3	M	9-4	8	4.0	2.7	-1.3	43
12	3	M	9-1	8	3.5	2.5	-1.0	42
13	3	M	9-3	8	2.2	2.8	+.6	45
14	3	M	9-3	7	2.2	2.2	0	35
15	3	F	8-8	7	2.4	2.2	-.2	46
16	3	M	7-3	7	2.9	2.4	-.5	40
17	3	M	8-5	7	3.0	3.4	+.4	42
18	3	M	8-8	7	3.1	3.1	0	43
19	3	F	9-3	8	3.3	2.1	-1.2	45
20	3	F	9-0	8	4.8	5.2	+.4	52
21	3	F	8-8	8	5.9	5.2	-.7	37
22	2	F	7-11	7	2.5	1.4	-1.1	40
23	2	M	7-4	7	1.8	1.9	+.1	36
24	2	M	7-6	7	1.5	1.4	-.1	33
25	2	M	8-1	7	2.0	1.9	-.1	33

ATTRITION GROUP*

Student	Grade April, 1975	Sex	Age-April 1975	Test Level	Reading Pre-test* April, 1975	Group Designation	Withdrawal Reason
1	4	M	10-1	8	4.0	Project	Transferred
2	4	F	10-2	8	3.5	Project	Absent-Test
3	4	F	9-10	8	2.7	Project	Withdrew
4	4	M	10-0	7	3.4	Project	Transferred
5	3	M	8-10	8	4.0	Project	Transferred
6	5	F	11-1	7	3.6	Regular	Withdrew
7	3	F	8-9	7	1.8	Regular	Did not show
8	3	M	9-2	7	1.7	Regular	Did not show
9	3	M	8-6	7	3.5	Regular	Change Mind (Fun with Read)
10	3	M	8-7	7	3.0	Regular	Recreation Prog.
11	5	M	12-8	9	1.6	No Summer	Attended S.S.
12	4	F	9-11	9	4.8	No Summer	Transferred
13	4	F	9-8	8	3.8	No Summer	Came to S.S.
14	4	M	9-8	9	4.3	No Summer	Came to S.S.
15	4	F	10-7	7	2.2	No Summer	Absent-Test

* The above students were identified as participants in one of the project or control groups at the outset of the practicum strategies, but not included in the final statistical analysis. The reasons are cited in column eight.

S E I

Please mark each statement in the following way:
If the statement describes how you usually feel, put a check (√) in the box under the column "LIKE ME".
If the statement does not describe how you usually feel, put a check (√) in the box under the column "UNLIKE ME".

	LIKE ME	UNLIKE ME
1. I spend a lot of time daydreaming.	☐	☐
2. I'm pretty sure of myself.	☐	☐
3. I often wish I were someone else.	☐	☐
4. I'm easy to like.	☐	☐
5. My parents and I have a lot of fun together.	☐	☐
6. I never worry about anything.	☐	☐
7. I find it very hard to talk in front of the class.	☐	☐
8. I wish I were younger.	☐	☐
9. There are lots of things about myself I would change if I could.	☐	☐
10. I can make up my mind without too much trouble.	☐	☐
11. I'm a lot of fun to be with.	☐	☐
12. I get upset easily at home.	☐	☐
13. I always do the right thing.	☐	☐
14. I'm proud of my school work.	☐	☐
15. Someone always has to tell me what to do.	☐	☐
16. It takes me a long time to get used to anything new.	☐	☐
17. I'm often sorry for the things I do.	☐	☐
18. I'm popular with kids my own age.	☐	☐
19. My parents usually consider my feelings.	☐	☐
20. I'm never unhappy.	☐	☐
21. I'm doing the best work that I can.	☐	☐
22. I give in very easily.	☐	☐
23. I can usually take care of myself.	☐	☐
24. I'm pretty happy.	☐	☐
25. I would rather play with children younger than me.	☐	☐
26. My parents expect too much of me.	☐	☐
27. I like everyone I know.	☐	☐
28. I like to be called on in class.	☐	☐

		LIKE ME	UNLIKE ME
29.	I understand myself.	☐	☐
30.	It's pretty tough to be me.	☐	☐
31.	Things are all mixed up in my life.	☐	☐
32.	Kids usually follow my ideas.	☐	☐
33.	No one pays much attention to me at home.	☐	☐
34.	I never get scolded.	☐	☐
35.	I'm not doing a s well in school as I would like to.	☐	☐
36.	I can make up my mind and stick to it.	☐	☐
37.	I really don't like being a boy - girl.	☐	☐
38.	I have a low opinion of myself.	☐	☐
39.	I don't like to be with other people.	☐	☐
40.	There are many times when I would like to leave home.	☐	☐
41.	I'm never shy.	☐	☐
42.	I often feel upset in school.	☐	☐
43.	I often feel ashamed of myself.	☐	☐
44.	I'm not as nice looking as most people.	☐	☐
45.	If I have something to say, I usually say it.	☐	☐
46.	Kids pick on me very often.	☐	☐
47.	My parents understand me.	☐	☐
48.	I always tell the truth.	☐	☐
49.	My teacher makes me feel I'm not good enough.	☐	☐
50.	I don't care what happens to me.	☐	☐
51.	I'm a failure.	☐	☐
52.	I get upset easily when I'm scolded.	☐	☐
53.	Most people are better liked than I am.	☐	☐
54.	I usually feel as if my parents are pushing me.	☐	☐
55.	I always know what to say to people.	☐	☐
56.	I often get discouraged in school.	☐	☐
57.	Things usually don't bother me.	☐	☐
58.	I can't be depended on.	☐	☐

Please mark each statement in the following way:
If the statement describes how you usually feel, put a check (✓) in the box under the column "LIKE ME".
If the statement does not describe how you usually feel, put a check (✓) in the box under the column "UNLIKE ME".

	LIKE ME	UNLIKE ME	
1. I spend a lot of time daydreaming.	☐	☒	
2. I'm pretty sure of myself.	☒	☐	
3. I often wish I were someone else.	☐	☒	
4. I'm easy to like.	☒	☐	
5. My parents and I have a lot of fun together.	☒	☐	
6. I never worry about anything.	☒	☒	*
7. I find it very hard to talk in front of the class.	☐	☒	
8. I wish I were younger.	☐	☒	
9. There are lots of things about myself I would change if I could.	☐	☒	
10. I can make up my mind without too much trouble.	☒	☐	
11. I'm a lot of fun to be with.	☒	☐	
12. I get upset easily at home.	☐	☒	
13. I always do the right thing.	☒	☒	*
14. I'm proud of my school work.	☒	☐	
15. Someone always has to tell me what to do.	☐	☒	
16. It takes me a long time to get used to anything new.	☐	☒	
17. I'm often sorry for the things I do.	☐	☒	
18. I'm popular with kids my own age.	☒	☐	
19. My parents usually consider my feelings.	☒	☐	
20. I'm never unhappy.	☒	☒	*
21. I'm doing the best work that I can.	☒	☐	
22. I give in very easily.	☐	☒	
23. I can usually take care of myself.	☒	☐	
24. I'm pretty happy.	☒	☐	
25. I would rather play with children younger than me.	☐	☒	
26. My parents expect too much of me.	☐	☒	
27. I like everyone I know.	☒	☒	*
28. I like to be called on in class.	☒	☐	

		LIKE ME	UNLIKE ME	
29.	I understand myself.	☒	☐	
30.	It's pretty tough to be me.	☐	☒	
31.	Things are all mixed up in my life.	☐	☒	
32.	Kids usually follow my ideas.	☒	☐	
33.	No one pays much attention to me at home.	☐	☒	
34.	I never get scolded.	☒	☒	*
35.	I'm not doing a s well in school as I would like to.	☐	☒	
36.	I can make up my mind and stick to it.	☒	☐	
37.	I really don't like being a boy - girl.	☐	☒	
38.	I have a low opinion of myself.	☐	☒	
39.	I don't like to be with other people.	☐	☒	
40.	There are many times when I would like to leave home.	☐	☒	
41.	I'm never shy.	☒	☒	*
42.	I often feel upset in school.	☐	☒	
43.	I often feel ashamed of myself.	☐	☒	
44.	I'm not as nice looking as most people.	☐	☒	
45.	If I have something to say, I usually say it.	☒	☐	
46.	Kids pick on me very often.	☐	☒	
47.	My parents understand me.	☒	☐	
48.	I always tell the truth.	☒	☒	*
49.	My teacher makes me feel I'm not good enough.	☐	☒	
50.	I don't care what happens to me.	☐	☒	
51.	I'm a failure.	☐	☒	
52.	I get upset easily when I'm scolded.	☐	☒	
53.	Most people are better liked than I am.	☐	☒	
54.	I usually feel as if my parents are pushing me.	☐	☒	
55.	I always know what to say to people.	☒	☒	*
56.	I often get discouraged in school.	☐	☒	
57.	Things usually don't bother me.	☒	☐	
58.	I can't be depended on.	☐	☒	

APPENDIX E

Related Documents

Page 8

READING INTEREST PROJECT

Fifty students are needed to volunteer for participation in a reading improvement project which will begin in May and continue through the summer. If you sign up, you will have to agree to:

a. Meet at school once each week all summer long -- no absences allowed
b. Read books.
c. Be willing to talk about what you read.
d. Cannot quit!

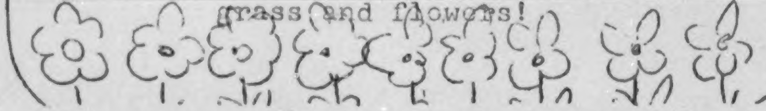
Will you complete the Communiletter if you would like to participate and will agree to do the above three things?

Communiletter

I______________________agree to be a volunteer for the summer reading improvement project and agree to meet all summer long.

Grade_____________
Reading Level______
Address_________________
Phone__________________

Remember: Please do not walk on living grass and flowers!



VAN VLISSINGEN SCHOOL NEWS FOR PARENTS AND STUDENTS

APRIL 18, 1975

1. TODAY is the 200th Anniversary of the famous ride of Paul Revere--Join in th celebration by reading the famous poem by Henry Wadsworth Longfellow
SEE PAGES 3-7

APRIL 19th is the 200th Anniversary of the beginning of the Revolutionary War---- Watch for T.V. Specials about this historic event.

2. Clean-up week Contract
SEE PAGE 2

3. V. V. Composition Contest Winners
SEE PAGE 2

4. Reading Interest Project
SEE PAGE 8

5. Please keep these dates open
Wednesday May 7th: PARENT CONFERENCE (Half Day For Students)
Wednesday May 14th P.T.A. Installatio of new officers and luncheon
Wednesday, May 21st, V.V. East Local Meeting

SECOND CONSUMER EDUCATION CLASS

Our second Consumer Education class will be starting on Thursday, May 8th at Van Vlissingen School. Classes will meet once a week for eight weeks.

This course is presented through the Olive Harvey College--Continuing Adult Education Division. Upon completing this course, participants will receive a certificate plus one semester credit hour.

Some areas we will cover are:

1. Wise Shopping -
2. Bargains: What are and what are not bargains
3. Short cuts to nutritional meals
4. Class cooking demonstrations
5. Many other money saving ideas.

Those who participated in the first session enjoyed the new ideas and meeting new friends---- SO WON'T YOU PLEASE JOIN US?

DATE: THURSDAY, MAY 8th
TIME: 9:30-11:30 A.M.
PLACE: Van Vlissingen School
137 W. 108th Place
ROOM: 208A

Registration to this class will be closed after this Thursday. If you cannot attend the first session, please return the Communi-letter on Page 4 of the V.V. School News for Parents and Students.

READING INTEREST PROJECT

Fifty students are needed to volunteer for participation in a reading improvement project which will begin in May and continue through the summer.

If you would like to read with us, please fill in the below communiletter.

Commuiletter

I ______________________________

agree to be a volunteer for the summer reading improvement project and will do the following:

a. Meet at school once each week all summer long --no absences
b. Read Books
c. Be willing to talk about what I read
d. Won't quit.

GRADE ______________________

READING LEVEL ______________________

ADDRESS ______________________

103

SUMMER SCHOOL READING PROGRAM REGISTRATION

NAME______________________________

ADDRESS___________________________

PHONE_____________________________

ROOM #__________ READING LEVEL__________

I wish to enroll in:

time:	8:15	10:15
Booster Reading		
Fun with Reading		
Reading with Drama		

+++

+++

SUMMER DAY CAMP PROGRAM REGISTRATION

NAME______________________________ AGE______

ADDRESS___________________________ GRADE______

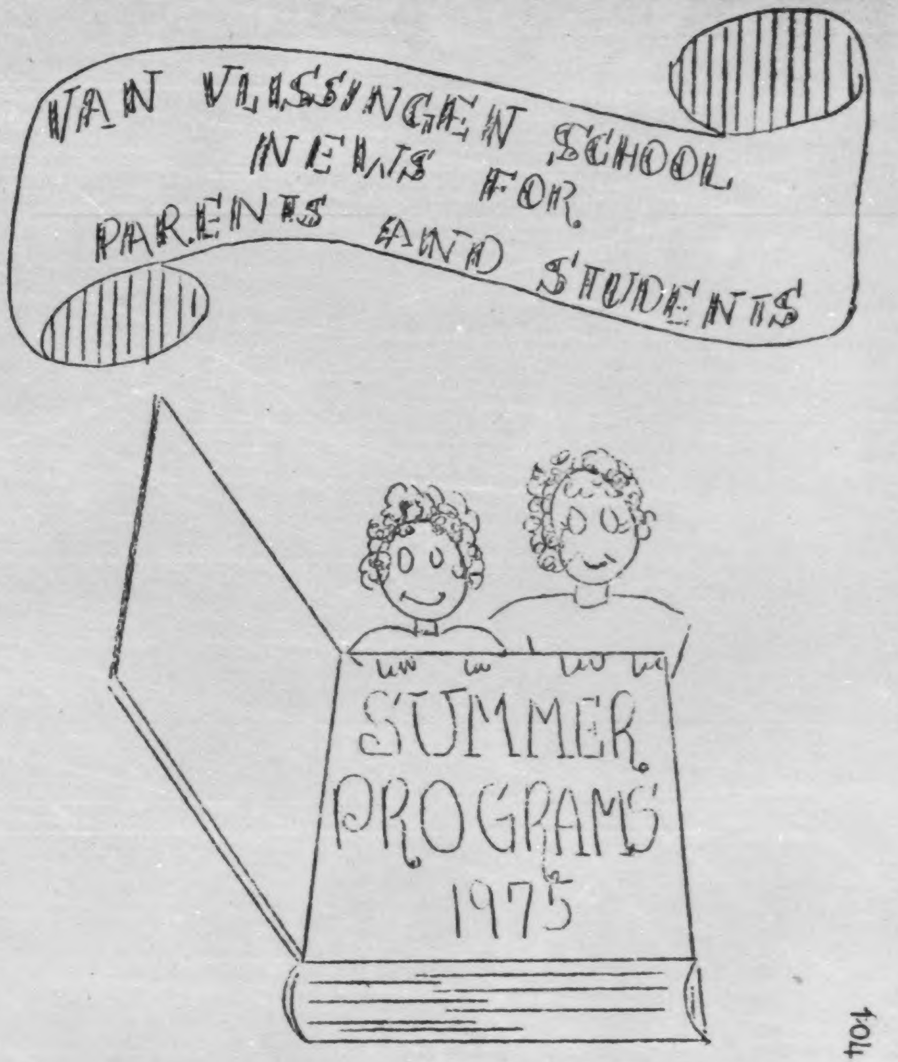
HOME PHONE__________ EMERGENCY PHONE__________

I grant my permission for my child to attend the Van Vlissingen Day Camp

____
Parent's Signature

DAY CAMP BEGINS ON TUESDAY, JUNE 24th

The $1.00 Registration Fee must accompany the
Registration Form


VAN VLISSINGEN SCHOOL
NEWS FOR
PARENTS AND STUDENTS
SUMMER
PROGRAMS
1975

104.

☆ SUMMER SCHOOL READING (Page 2)

☆ SUMMER DAY CAMP PROGRAM (Page 3)

WELCOME

Summer school is intended to provide enriching experiences in READING and encourage children to enjoy school and reading. It is hoped your experience will prove to be rewarding and gratifying.

Sincerely,

Carol Anderson, Principal

DATES: Mon., June 23 - -Aug., 8, 1975

TIME:	1st Session	8:15- 10:00A.M.
	2nd Session	10:15- 12:00 Noon

PLACE: Van Vlissingen Elementary School
137 W. 108th Place
Modular Building

STUDENT CONDUCT: Students will not be permitted to remain unless their conduct contributes to good learning

FREE LUNCH will be provided to those who are eligible by guidelines utilized in September, 1974

PROGRAMS:

BOOSTER READING: A course designed to expose children to various types of literature

FUN WITH READING: A reading class designed to offer children an opportunity to work with reading materials they enjoy

READING WITH ART AND DRAMA: Students will illustrate and re-enact what they read.

SUMMER DAY CAMP PROGRAM

Day camp is intended to provide enriching experiences in many areas of recreation to encourage children to get along together, to share fun experiences, and provide many good memories.

DATES: Tuesday, June 24th - Aug. 8, 1975

TIME: 9:00- 3:30 P.M.

PLACE: Van Vlissingen Elementary School
137 W. 108th Place
Modular Building Lunchroom

FREE LUNCH: WILL BE PROVIDED to those who are eligible by guidelines of the Chicago Board of Education

REGISTRATION: Registration will be taken in the Modular Office, Mrs. Williams. by completing the application on page 4 of this newsletter.

COST: $1.00 Registration Fee

SPECIAL EVENTS:
- Arts and Crafts
- Dance
- Bus Trips
- Picnics
- Cook-Out
- Swimming
- Movies

PERMISSION: Parents must sign all student enrollment forms, giving permission for their child to participate in the activities.

BOARD OF EDUCATION
City of Chicago
VAN VLISSINGEN ELEMENTARY SCHOOL
137 WEST 108th PLACE
Chicago, Illinois 60628

CAROL M. ANDERSON
Principal

DOLLIE WILLIAMS
PAUL MANDEL
Assistant Principals

June 3rd, 1975

Dear Parents,

Your child____________ is working on reading level________ which is the recommended level for age________. She/He will not have mastered all the skills to complete the level by June.

The teacher and I feel that, by attending the seven week summer school, he/she will have had the extra time needed to have mastered the skills needed to begin the next level in September.

The students will meet between 8:15 and 10:00 a.m. in Room_______ each day between Monday, June 23rd and August 8th, 1975 for completing skills at his/her level.

We believe this experience will be profitable and we look forward to enrolling your child. Have a nice summer.

Sincerely,

Carol M. Anderson

USE OF TEST RESULTS IN IMPROVING INSTRUCTION

(from: _Teacher's Guide For Administration, Interpretation, and Use._ Iowa Test of Basic Skills Forms 5 and 6)

TEST R - READING COMPREHENSION (page 32)

Skills Classification

The skills tested in Test R may be classed under four headings: detail, purpose, organization, and evaluation. Because of the close correlation in test performance on items of these four types, it is not considered worthwhile to derive a separate score for each type.

However, for the purposes of instruction it is useful to consider each of these skills separately. For each of these four classes, then, the items concerned primarily with the skills involved in that class will be identified.

DETAILS--To Recognize and Understand Stated or Implied Factual Details and Relationships

D-1	To recognize and understand important facts & details
D-2	To recognize & understand implied facts & relationships
D-3	To deduce the meaning of words or phrases from context

PURPOSE--To Develop Skill in Discerning the Purpose or Main Idea of a Paragraph or Selection

P-1	To detect the main purpose of a paragraph or selection
P-2	To recognize the main idea or topic of a paragraph or selection

ORGANIZATION--To Develop Ability to Organize Ideas

O-1	To recognize common elements or parallel topics in incidents or paragraphs
O-2	To recognize proper time sequence

EVALUATION--To Develop Skill in Evaluating What is Read

E-1	To develop generalizations from a selection
E-2	To recognize the writer's viewpoint, attitude, or intention
E-3	To recognize the mood or tone of a selection
E-4	To recognize outstanding qualities of style or structure

Suggestions for Developing Ability to Recognize and Understand Stated of Implied Factual Details and Relationships

From the first grade on, reading for thought should be emphasized. Children do not suddenly learn to read with comprehension in the sixth grade; thoughtful reading at that level is the result of a long period of growth beginning in the first grade. No amount of drill at the higher levels can make up for a lack of attention to reading as a thought-getting process in the middle or lower grades. Many of the following suggestions, therefore, should be of value to teachers at the lower as well as the higher grade levels.

1. When asking questions, avoid the terminology of the context.

Ask questions which cannot be answered with yes or no; ask questions which require some thought. Have pupils explain how and why instead of asking them who, when, what, where, or how many.

2. Use both objective and subjective techniques in asking direct factual questions about significant details.

3. Ask pupils to find details which support a given topic sentence or main idea.

4. Ask pupils to identify irrelevant details, those which do not contribute to the main points of the selection.

5. Frequently give directions for lessons in written form so that children will learn to follow printed directions.

6. In considering new words, emphasize meanings and use in context rather than the phonics of the words.

7. In no case, from the first grade on, permit verbalism, the mere reading of words. Insist that children know what they are reading about.

8. Employ questions which require the pupils to draw conclusions and make inferences in order to arrive at answers which are not definitely stated in the context. (The tests provide many illustrations of this type of question.)

Suggestions for Developing Skill in Discerning the Purpose or Main Idea of a Paragraph or Selection

1. Use objective exercises in which the pupils identify the topic sentence of a single paragraph. If necessary, begin with paragraphs in which the topic sentence is reasonably apparent.

2. Have children provide orally or in writing their own statements of the topic sentence of single paragraphs.

3. Provide multiple-choice exercises in which pupils identify the main idea or ideas of paragraphs, or longer selections, in which there are no clear-cut statements of the central idea.

4. Have pupils state in their own words the main idea or ideas of paragraphs or longer selections which do not contain a definite topic sentence. As pupils develop skill in discerning the main idea, they should be given exercises in which the central ideas are less obvious.

5. After the class has read a selection of one or more paragraphs, have each pupil write a question which may be correctly answered by a statement of the main idea.

6. Ask questions such as, "What was the author's purpose in writing this article?" or "What is the one most important thing to remember from the selection?"

Suggestions for Developing Ability to Organize Ideas

1. Provide additional exercises in recognizing main ideas and

significant details, especially if pupils do not have good command of these skills.

2. Provide exercises which require the pupils to arrange, in order, a sequence of events, as in history, or a sequence of processes, as in a science experiment.

3. Include definite instruction in outlining. Begin with simple paragraphs, identifying the main idea, and indicating how many subpoints are to be listed by the pupils. Next, use single paragraphs with the main ideas identified, but without an indication of the number of supporting ideas the pupils are to list. Graduate from this to single paragraphs which must be organized by the pupil with neither the main idea nor the supporting details provided by a teacher-made skeleton outline.

4. Have pupils outline increasingly longer and more complex passages. Provide them with some guidance through skeleton outlines at first, and then allow them to outline equally complex material without the aid of a skeleton.

5. Finally, in connection with content subjects, provide opportunities for pupils to organize reading material from more than one source. At first, pupils will need to take notes in which they organize the information from each source separately. Later they should be shown how to combine information from all sources into a single outline.

Suggestions for Developing Skill in Evaluating What is Read

1. Set up exercises which provide pupils with opportunities for differentiating between facts and opinions.

2. Utilize exercises which call for differentiating between emotive and informative selections.

3. Capitalize on situations which provide opportunities for pupils to give their oral or written personal judgments of stories, articles, or shorter reading selections. Do not be concerned about their failure to express absolutely correct interpretations but inductively lead the pupils to better judgments when their own opinions are not defensible.

4. At the upper grade levels, occasionally ask of some inaccurate or slanted reading matter, "Why are we inclined to believe this?" or "What is it about us that tempts us to accept this?"

5. When the opportunity exists, consider orally the mood or tone of an article or the feeling that it induces in the reader.

6. When unusual writing style or organization is employed by the writer, discuss it with the class. Ask why the author wrote as he did and how it affects the reader.

V.V. SUMMER SCHOOL

Dear Student,

When we begin something new, we should have some goals; something we expect. What are these?

____

____

____

____

What do you think the school should do for you? What should the teachers and principal provide?

____

____

____

____

Have a Happy Summer!
Love,
Miss Anderson

COME
PLEASE

Dear Parent,

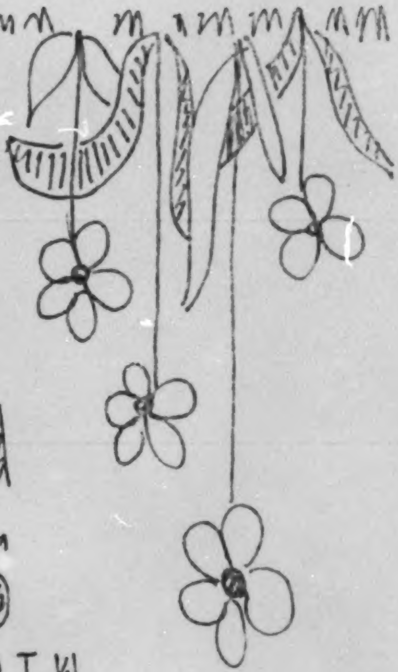
Your child needs you to come and learn of our special READING INTEREST PROJECT. It will be held in room 114 at 11:00 on WEDNESDAY, JULY 2ND.

Sincerely,

Carol M. Anderson

Hi!
Special
Meeting

W.W. Sch



READING INTEREST PROJECT PARENTS

WEDNESDAY, JULY 9TH

11:00 A.M.

See You!

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